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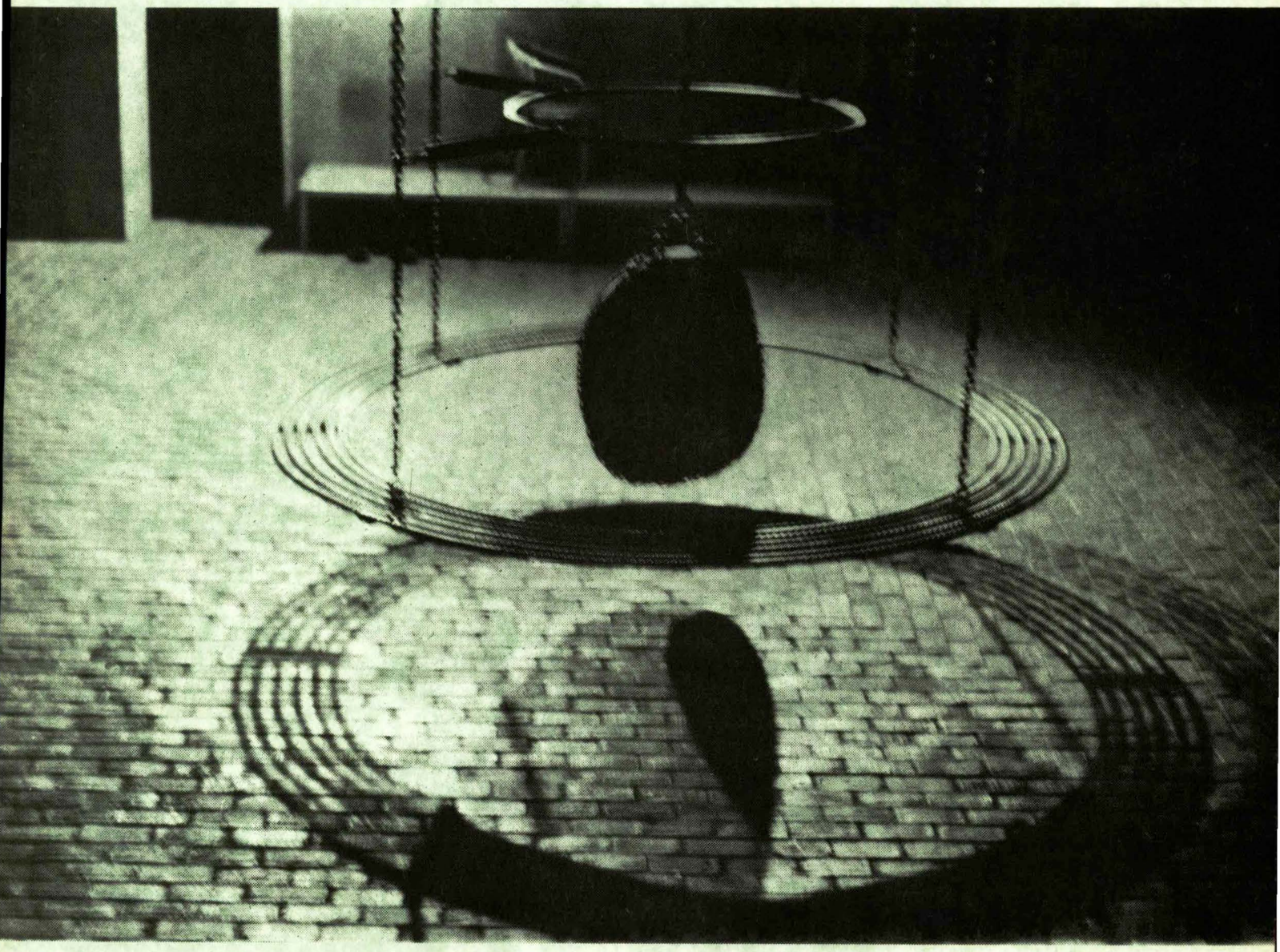


CATALOG OF KIRKLAND COLLEGE, CLINTON, NEW YORK 13323

Kirkland College does not discriminate on the basis of race, gender, religion or ethnic background in the administration of any program or policy, with the exception of admission to candidacy for the degree, which is limited to women.

The Catalog of Kirkland College 1975–1976

Clinton, New York 13323

contents

introduction

academic information

Curriculum 9
Evaluation 10
Academic Advising 14
Academic Options 23

courses of study

Cross-divisional Concentration in American Studies 31
Arts Division 32
Humanities Division 42
Sciences Division 65
Social Sciences Division 72
Courses of Study at Hamilton College 88

campus

Location 135
Facilities 135
Shared Facilities on the Hamilton Campus 136
Campus Map 138

community governance

student life

Residence Halls 142
Student Advisers 143
Health 143
Jobs/Placement 145
Watrous Prizes 145
Religion 146

Athletic Program 146
Extracurricular Activities 147
Automobiles 147

admission

Credentials 148
Interview 149
Transfer Admission 150
Mid-year Admission 150
Deadlines 150
Early Decision 150
Early Admission 150
Deferred Admission 151
Advanced Placement 151
Visiting Student Program 151
Guest Senior Program 152
Kirkland for All Women 152
Higher Education Opportunity Program 152

finances

Expenses 153
Financial Aid 156

appendix

Board of Trustees 160
Administration 162
Faculty 166
Calendar 182
Affirmative Action Program 184
Rules for the Maintenance of Public Order 189
Index 191

introduction

The student interested in enrolling at Kirkland College should bear in mind three things: its educational philosophy, the structure which has emerged as an expression of that philosophy, and the fact that ours is a close coordinate relationship with Hamilton College.

We explore admission credentials for evidence of successful work of good quality and for evidence that the applicant has the ability and the practice necessary to organize and direct her own studies in and out of the classroom situation. On the basis of these qualifications, it is the first educational assumption of the College that such students can and should assume a major responsibility for their own education.

We urge students to consider, before coming to college, their reasons for pursuing higher education. Once at Kirkland, we ask, in a number of ways, that students constantly evaluate their chosen course of study, justifying it both to themselves and to the faculty. Means are available (through independent study, student-initiated courses, work-study and other programs) for students to investigate almost any aspect of knowledge in almost any responsible manner. The extent to which the student may wish to diverge from traditional modes of teaching and learning will depend largely on her ability to use the resources, human and programmatic, available to her at the College.

Kirkland accepts as its goal the development of the highest potential available within its students. We do not believe that our mission is to produce a particular category of professional types nor is it our mission to produce a particular category of ideal person. We recognize that students come to us as individuals, and we are determined that they be educated as individuals, emerging from the College with that individuality strengthened and intact. We hope to graduate individuals who have achieved the mental and emotional autonomy required to live and work in a changing world, and the ability to synthesize the demands of the heart and of the mind.

We believe in the ideal that an academic community is, at its best, a community of learners, some more experienced than others, who mutually explore subjects of interest to them. This belief affects the way in which we teach and the way in which our program is designed. The faculty possesses special competence in a variety of academic disciplines and possesses, as well, the skills of ordering and of learning which, in themselves, will form one of the major transmitted elements in the undergraduate educational experience.

In their role as advisers as well as in their role as teachers, the faculty will be involved not only with content but with method, not only with theory but with practice. They will urge the incoming student to exploration and, when interest and timing are right, they will assist her in the design of the more concentrated work of the junior and senior years.

Most classes at Kirkland are limited to no more than twenty students, although when the educational goals of the course are better served by a larger or a smaller group, variations are possible. Each faculty member understands that his or her job extends beyond the formal classroom presentation; regular individual conferences are expected to provide each student with a context in which her specific interests and abilities can be directly addressed.

In keeping with our educational philosophy, we use a credit/no-credit assessment of the student's work in each course, and a detailed written evaluation of her efforts and her accomplishments is given at the end of each semester of work. Evaluation is considered a part of the learning process, in which the student is made aware of her individual growth as well as her comparative mastery of an undertaking.

The College has structured its curriculum and the faculty according to major divisions of knowledge and without departments defined by academic discipline. Course offerings are sponsored by the Divisions of Humanities, Social Sciences, Sciences, and Arts.

The College tries to reduce the sometimes arbitrary distinction between the abstract, historical matters dealt with in the classroom and the concrete ways in which those same matters are confronted in our daily lives. College students tend to encounter new academic challenges at precisely the moment when questions of personal definition and action must also be faced. We believe that it is the role of the college community to recognize the strong relationship between personal growth and the exercise of intellectual and creative capabilities.

Governance of the college community reflects our commitment to the mature student. Early in its history, the College created the Kirkland Assembly as a form of representative self-government for the community of students, faculty and administration. The committees of this student/faculty body discuss and present various recommendations of both academic and non-curricular matters to the Assembly for action. Participation in the governance of the College exacts a high price in terms of time and energy from faculty and students, yet such involvement can be another major dimension of the educational experience.

A student entering Kirkland will find that she is at two schools, not just one. Hamilton College, our distinguished coordinate partner, is directly across the road from the Kirkland campus. Our new joint library is on the Hamilton campus, as is the Business Office, the Student Center, the Bookstore and the Health Center. More important, there is available to the Kirkland student all the academic resources of this College of 950 men, just as Kirkland's classes are available to Hamilton students.

Although the two Colleges seek the same goal—an excellent liberal arts education for their undergraduates—the methods and attitudes, while overlapping, are sometimes quite different. The result is a richness and variety in both academic and social life which directly benefits students. We do not duplicate our offerings; rather, we draw strength from their diversity and a liveliness from their comparison which would not be possible in a single institution.

As Kirkland enters the second decade of its formal existence, it is undergoing a thorough self-evaluation. Our findings indicate that the basic philosophy and the coordinate relationship have grown stronger and have been proved by experience to be the effective system our founders hoped for—a strong basis for Kirkland's future in the next quarter of the century.

History

Kirkland College opened in September, 1968, as the first independent women's college to be founded in the East since 1926.

In 1961, Robert W. McEwen, fourteenth president of Hamilton College, initiated a study of ways to expand his College to meet modern educational needs without sacrificing Hamilton's all-important human scale—its moderate size and its favorable student-faculty ratio. With a committee of the Hamilton trustees and faculty, he perceived that the best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, each independent, each coordinate with the others, and each clearly attuned to teaching as its primary responsibility. Each College would have its own administration, faculty, campus and board of trustees. Common to all would be business and purchasing offices, buildings and grounds maintenance, health services, several special-purpose buildings and the library: books, building and technical services.

In recommending the cluster plan, the Hamilton trustee committee, headed by Walter Beinecke, Jr.—later first chairman of Kirkland's Board of Trustees—proposed that the first member college in the cluster be a liberal arts college for women. They envisioned a new institution which would answer as completely as possible the intellectual and personal needs of women in the second half of the twentieth century. President Emeritus Millicent C. McIntosh of Barnard College accepted the chairmanship of a committee of distinguished educators which next examined the question of how the new college would meet those needs. From the outset, the members of this committee stressed the fact that they should confine their discussions to the needs of academically superior young women who would be the intellectual equals of Hamilton students. Out of the investigations and discussions of the McIntosh Committee came the foundations on which subsequent Kirkland plans have rested.

The College takes its name from a local township. In naming Kirkland, however, the trustees also honored Samuel Kirkland, a missionary who in 1766 came to the Clinton area to live among the Oneida Indians. There, he later founded an academy to educate white and Indian youth, and in 1793, with the help of Alexander Hamilton, Kirkland chartered his school as Hamilton-Oneida Academy, which in 1812 became Hamilton College.

Kirkland College was first granted a provisional charter by the Board of Regents of the State University of New York in 1965; in June of 1967, the Charter was made absolute. The first students matriculated in September of the following year, and Kirkland added a class each year until it graduated its charter class on May 25, 1972. In December of 1972, Kirkland was accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

A Note to Prospective Students and Their Parents

Kirkland College carries on its official business directly with the student whenever possible. Evaluation reports concerning academic work are sent directly to the student. College bills are addressed directly to the student as an indication of her personal and independent status. Any student accepting admission to the College must realize that she will have the responsibility which such status implies, and the parents of students at Kirkland should be aware that it will be the student's role to keep her parents informed of her personal progress at the College.

In the event of emergency, the College will notify the student's family, and should a student be separated from the College for any reason the College reserves the right to require the student to communicate with her parents or guardian. Normally, however, the student is our first concern and primary point of contact in all matters.

academic information

CURRICULUM

Coordinate Curricula

No college of Kirkland's size could hope to offer the number and variety of courses which formal knowledge now requires. Indeed, Kirkland has come into being, in part, in response to the recognition of this fact by Hamilton College. The curricula of the two Colleges are designed to complement each other, bringing to the joint community a combined range and diversity of courses beyond the reach of either partner acting individually. This mutually beneficial relationship is enriched by the fact that each institution has its own distinctive features, orientation and style. Students at Kirkland and Hamilton may register for courses at either College and should consult the course listings of the two Colleges in planning their programs. Students at both Colleges are urged to take full advantage of the coordinate curricula.

On-going consultation between Kirkland and Hamilton students, faculty members and administrators enables both Colleges to derive maximum benefit from this coordinate relationship. In addition, representatives of each faculty attend faculty meetings of the other

College as observers, and a variety of joint committees provides opportunities for more formal discussion of specific matters of common concern.

The Kirkland Curriculum: An Interdisciplinary Focus

Knowledge is not compartmentalized but is forever generating adjacent facts and tangential understandings. Kirkland believes that an interdisciplinary focus to the curriculum best reflects the continuity and relatedness of knowledge, which students should learn to perceive. Thus the divisional organization of the Kirkland faculty is itself a statement of educational priorities. This organization of the faculty into Divisions of the Arts, the Humanities, the Sciences and the Social Sciences is a direct consequence of Kirkland's interdisciplinary philosophy. Faculty members are grouped largely by the cognate nature of their respective disciplines, so that the divisional organization serves to unite and integrate the faculty, rather than to separate them in their search for a total intellectual experience that is challenging and responsive to student needs.

EVALUATION

Instructor's Final Report

Instructors are prepared to give, and a student is expected to seek, advice and counsel concerning her academic performance. In this way, each student can be helped to assess her academic progress and to attain her academic goals with maximum directness and satisfaction—and with a minimum of the kind of pressure by which traditional grading systems often produce self-destructive academic competition. At Kirkland, a student's formal record indicates "Credit" or "No Credit" for each course taken, and each student receives written evaluations of the quality of her work from each of her Kirkland instructors at the end of each semester or at the end of the unit of work. These evaluations are sent directly to the student. While copies are not sent to parents by the College, it is expected that students, as a matter of course, will share these reports with their parents. The student's transcript and copies of all her evaluations are kept in the Office of the Registrar (see "Transcript" section).

The following statement on evaluation outlines Kirkland's policy:

(1) Each instructor shall be the sole judge of the quality of student work done in fulfillment of requirements for his or her course.

(2) It shall be the instructor's responsibility to state clearly in the catalog description the aims of the course, giving specific notice of the ways in which student work shall be judged. The instructor shall

be responsible for eliciting evidence of the student's progress and understanding, consonant with the College's expressed aim to eliminate the use of the final exam as a convenient, short-cut, evaluative device. Pedagogical techniques will vary from instructor to instructor and from subject to subject, but it is the College's aim to evaluate progress and skill rather than to develop good test-takers.

(3) During the course of each term, it is the student's responsibility to consult with the instructor about the quality of her work. This is partially to ensure that no student be surprised by the nature of her final evaluative comments. Further, the Office of the Dean of Academic Affairs will be notified as soon as it becomes evident that a student's performance in a course may lead to a "No Credit." The Dean will inform the student's adviser. In the case of a first-semester freshman, the Dean may ask the student to inform her parents, or may contact them directly.

(4) Having determined by suitable means the extent to which a given student has accomplished the aims of the course, the instructor will then write an evaluation or comment. The primary purpose of such an evaluation is to inform the student, in writing, of the quality of her performance in the course. The instructor will signify whether credit has been earned.

(5) The notation "Credit" denotes the successful completion of the aims of the course as determined by the instructor.

(6) "No Credit" is assigned when, for whatever reason, the instructor judges that the aims of the course have not been met.

(7) An "Incomplete" is recorded on a student's transcript only if a student has failed to complete the work for a course due to illness or unusual circumstance. There is a standard policy under which incomplete work will be due no later than four weeks after the end of the semester. Under extraordinary circumstances, a faculty member and a student may agree to enter into a contract under which the work would be completed by a time of their own choosing. It is the student's responsibility to request an "Incomplete" before the semester's end. It is the instructor's prerogative to grant or deny a request for an "Incomplete."

(8) "WD" (withdrew from course) is recorded on a student's transcript when a "Drop" form is filed after the first eight weeks of the semester. If a course is dropped without filing a "Drop" form with the required signatures, a "No Credit" is recorded (see "Add/Drop" section).

Class Attendance

It is an assumption of the College that regular attendance at class, and

the consequent contact with faculty members and with fellow students, is a major means by which the academic program is accomplished. It is a further assumption that a student's failure to attend classes will therefore result in her failure to receive all that the College can offer her, and will seriously impair her ability to learn all that the course is designed to convey.

Because Kirkland's educational philosophy is based on the view that motivated undergraduates will wish to make the most of available academic programs, Kirkland places full responsibility for class attendance upon the student.

The College does not require class attendance; however, regular class attendance may be a requirement of particular courses, where the evidence for evaluation of students' performance comes primarily from classroom activities. Except where attendance is a stated course requirement, persistent absence from class cannot, in itself, be the basis for a "No Credit" evaluation. However, it is an assumption of the College that a student's avoidance of contact with her fellow students, and with faculty members in classes, will affect adversely her ability to achieve the objectives of the course. Poor attendance thus carries its own penalties in its effects on the student's academic performance.

Examinations

Kirkland discourages the use of the final examination as the major determinant of a student's success in a course. Some instructors will, however, use in-class tests and examinations as part of the process of evaluating students' performance. Students should therefore expect to produce evidence of their skills and progress in a variety of ways, such as class participation, projects, performances, exhibitions, essays and examinations.

Academic Standing

At the end of each term, the Committee on Academic Standing reviews the records of students in academic difficulty and recommends appropriate action. In particular, the Committee considers the records of students who have received "No Credit," two or more "Incompletes," or whose work is identified as marginal by instructors or advisers. The Committee generally responds with a letter of concern, warning, probation, or dismissal. Each case is handled individually, but common procedure is to send a letter of warning the semester before requesting that a student take a leave of absence. The student has the right to petition the Committee on Academic Standing for a reversal of its decision, even if the Committee has requested that the student leave school.

Students in academic difficulty are encouraged to consult their instructors and adviser. The Dean of Academic Affairs and the Assistant Dean of Academic Affairs are also available for consultation on academic problems.

Student Evaluation of Courses and Instruction

Each semester, a questionnaire is distributed to students in every Kirkland course. This survey of student opinion is conducted in order to evaluate the quality of courses and instruction at Kirkland. The questionnaire was drawn up by the Standing Committee on Academic and Curricular Affairs, and Assembly legislation requires that each student complete and submit an evaluation of each course before she or he can receive an evaluation or grade for that course. The questionnaires are confidential and strictly anonymous; students are urged to complete them thoroughly and thoughtfully. The results of the survey are used:

(1) To aid instructors in the improvement of their instruction and course offerings.

(2) To encourage student thought and concern about teaching, learning and their own educational objectives.

(3) To provide the College with student evaluations of teaching effectiveness, to be used with other information in making decisions of promotion, reappointment and tenure.

Academic Honesty

Kirkland expects academic honesty from all students. The following statements define Kirkland policy in this regard:

1. The Kirkland College Faculty Handbook stipulates that: "Students are to be evaluated on the basis of the work they have actually done. Work that has been plagiarized has, by definition, not been done by the student and cannot be evaluated by the instructor for purposes of credit or no credit. Plagiarized work does not fulfill the requirements of a course."

2. The Kirkland College Judiciary Board defines plagiarism "as the use of any information that is not general knowledge without crediting its source. Sources can include: books, papers written by anyone else, editorials, opinions, reference articles, any media, etc. Paraphrasing of other than general knowledge must be cited and credited as well.

"One paper cannot be submitted concurrently to two professors without consent of both professors. The re-use of *any* previously written original material or fraction thereof must first be approved by the professor."

The Judiciary Board urges that all cases of plagiarism be brought directly to the Board, and this should be the normal procedure. However, when the faculty member feels that resolution of a case between the student and faculty member alone is in the student's best interest, such a resolution is allowable. Should either party consider such a resolution unsatisfactory, he or she may bring the case to the Board for review.

"The Judiciary Board adjudicates cases of alleged plagiarism and its decisions, upon approval by the President, are final and binding. All procedures for plagiarism cases also apply to cases of alleged cheating."

These regulations and procedures apply to Kirkland students in all courses at both Kirkland and Hamilton.

ACADEMIC ADVISING

The Academic Adviser

Every entering student is assigned a faculty adviser with whom she may consult on all aspects of her academic program. The role of the initial adviser is to help the new student begin to shape her own education by advising her about academic possibilities and helping her to assess her own abilities and goals. The adviser's approval of course selections, concentration proposals, Winter Study proposals, alternative study options, summer study and Senior Project proposals is required. Normally, continuity of advising is to the student's advantage, and often a student will have the same adviser for the first two years. A student is always free to request a new faculty adviser, when the situation warrants. She should receive the permission of her new faculty adviser before making such a change and file the appropriate form with the Office of the Dean of Academic Affairs so that the new adviser will receive the student's advising folder.

When a student has decided on her field of concentration, she will select a faculty adviser in that field. By preregistration preceding her junior year, every student should have a Kirkland academic adviser who teaches, or has substantial background, in the student's chosen field of concentration. For specific concentration guidelines, see "The Field of Concentration" section.

Conferences

Individual meetings between a student and her instructors play an essential role at Kirkland. Each student is urged to arrange such conferences with course instructors, faculty advisers and with College officials about concerns affecting her Kirkland education.

In particular, students are expected to confer with the appropriate dean before initiating leaves of absence, and every student must obtain her faculty adviser's approval on a number of specific occasions: before registration each term, before declaring a field of concentration and before deciding on a change of program or proposing an alternative study (e.g., independent study, summer study, study abroad, work/study or field work). Every student is also urged to consult with her faculty adviser about more general questions related to her academic goals and development.

Conferences with course instructors, which provide students with constructive criticism, guidance and help throughout the semester, constitute an important part of a Kirkland education. The College expects students and instructors to arrange at least two conferences a semester for each course, in order to discuss the quality of the work being done. These conferences should be such that no student will be unduly surprised by the nature of her final evaluation in the course. Students should take the initiative in requesting conferences whenever they feel it is necessary.

The Academic Program

DEGREE REQUIREMENTS. Every candidate for the B.A. degree is required to complete successfully 32 semester course units plus three Winter Study credits prior to graduation. To be eligible for a Kirkland degree, each student must also fulfill all requirements for her concentration, including a Senior Project. All students, including transfer students, must complete at least 16 course units while registered at Kirkland.

TERM OF STUDY. The normal period of study is four years; any student who wishes to accelerate, or who requires more than four years, should make appropriate arrangements with her faculty adviser and the Assistant Dean of Academic Affairs.

COURSE LOAD. The normal load for full-time students is four courses per semester. With her adviser's permission, a student may elect a fifth course during a regular semester. There is a fee for all overelections except the first one, and except for certain courses in music performance, which can be elected above the normal four-course load without special fee (see "Special Fees" section under Finances).

A student who is registered for fewer than three courses is considered a part-time student. A part-time student must obtain prior approval from her adviser and the Assistant Dean of Academic Affairs for each semester of part-time study.

A student may audit a course with her adviser's approval and the instructor's written permission. An audit is a specific arrangement

between a faculty member and a student. The faculty member is not expected to evaluate written work for a student who is registered for an audit.

RESIDENCE. All students, including transfer students, must be in residence at least two years to qualify for a Kirkland degree. All full-time students are expected to live on campus. A student not in residence, who is taking a full program for credit off-campus, must be on academic leave of absence to qualify for transfer credit on her return. If a student wishes to take a leave for personal reasons, she takes a non-academic leave of absence (see "Leaves of Absence" section).

Part-time students taking two courses are required to live on campus and be counted in the meal service number, unless exempted by the Office of Student Affairs. Students taking only one course on a part-time basis may live off-campus without special permission.

LANGUAGE REQUIREMENTS AND TESTS. Recommendations for the study of foreign languages are set by each of the four Divisions and vary from one to another (see specific statements under Arts, Humanities, Sciences and Social Sciences). Students wishing to take work, above the elementary level, in foreign languages at Hamilton (French, Spanish, Russian and German) are advised to take Hamilton Language Placement Exams offered in the fall of every academic year.

Field of Concentration

In the spring semester of her sophomore year, each student must develop, in consultation with her adviser and other faculty members of her own choosing, a written proposal for her concentration. This proposal should contain an explicit definition of the substantive nature of the proposed concentration, its rationale and a tentative list of courses and other studies related to the program. It is up to the student and her adviser to determine the specific manner in which the requirements of a concentration will be met, within the context of the type of concentration desired by the student.

There are three types of concentrations open to all students:

(1) The self-designed concentration that may cut across traditional academic areas within or between divisions, and which is intellectually coherent and responsive to the student's educational goals.

(2) The division-sponsored concentration in any of the traditional disciplines, or in an interdisciplinary program defined by a faculty member and approved by the division concerned. Specific requirements for such concentrations are given in the course listings for each division.

Occasionally a student may propose a double concentration, in which case all requirements for each concentration must be met. An adviser from each discipline must approve the Senior Project.

(3) A designated interdisciplinary program with a distinct focus and definition, including specific procedures and requirements; the concentration in American Studies falls within this category.

It is the responsibility of the student and her advisor to consult as wide a range of faculty members as necessary in order to facilitate attaining the student's educational goals. The following are general guidelines for the choice of a concentration adviser:

(1) If the area of concentration is part of a discipline taught at Kirkland, the adviser will be a faculty member teaching in that discipline.

(2) If the area of concentration is not part of the Kirkland curriculum, the adviser will be a Kirkland faculty member specially designated by the Dean of Academic Affairs to supervise programs in that area.

(3) If the concentration is interdisciplinary, the adviser will be a Kirkland faculty member teaching in one of the disciplines. The adviser, as a matter of course, will consult with a representative or representatives of the other disciplines involved.

(4) If the concentration is student-initiated, the adviser will be a Kirkland faculty member whose training and interest in the area concerned are such as to make him or her generally considered qualified to advise in that area. The student and her adviser will consult with appropriate faculty members in cognate fields.

Senior Project

The Senior Project (one or two semesters, or possibly one semester for two credits, depending on the scope and intent of the project and the usual practice of the division of concentration) serves as the culmination of the student's academic program. It should give evidence of the student's competence in one or more disciplines, and of her ability to work independently and to communicate clearly and effectively. The student and her adviser should plan a project which reflects her major interests and the objectives of the student's area of concentration in the most appropriate form.

For a Senior Project carrying one credit and of one semester's duration, the student should submit a written proposal to her adviser two weeks before the end of the semester preceding the start of the project. For a spring semester Senior Project, the student should receive divisional approval by February 15. The Senior Project is to be completed by May 1 of the student's final year for spring gradua-

tion. A student expecting to graduate in August or January should consult with her adviser about a timetable for her proposal, divisional approval and completion of her Senior Project.

For a two-credit Senior Project, of two semesters' duration, the student should submit a written proposal to her adviser for divisional approval during the first week of the first semester in which the project begins. A student contemplating a two semester Senior Project may want to consult with her adviser in the spring of her junior year.

Academic Status, Records and Regulations

LEAVES OF ABSENCE. Leaves should be planned for one, or at the most two semesters at a time; leaves during the sophomore or junior year are usually most advisable. It is best for the student to plan leaves of absence so that she is on campus two of her final three semesters. Students on leave should keep in contact with their advisers and the Office of Academic Affairs. Prior approval for any leave of absence is required; it can be obtained by filing the appropriate request form which has been signed by the faculty adviser (see below).

(1) Academic Leave of Absence. A student undertaking an off-campus program for the equivalent of three or more Kirkland credits is considered on academic leave. A request for an academic leave of absence must include a full description of the off-campus program and requires the prior approval of both the student's adviser and the Assistant Dean of Academic Affairs.

(2) Non-Academic Leave of Absence. A leave for personal reasons is considered non-academic, although credit for part-time courses may be transferred, upon completion, with the prior approval of the faculty adviser and the Assistant Dean of Academic Affairs. A request for a non-academic leave of absence should include a statement of the student's plans for her time away and be signed by the student, her adviser and the Dean of Student Affairs.

(3) Required Leave of Absence. A student may be required to take a leave of absence upon recommendation of the Committee on Academic Standing. The student's return to Kirkland is contingent upon the Committee's approval of her petition for readmission. The Committee on Academic Standing may specify conditions to be satisfied prior to approval of a request to return. Such conditions may include informal reports from the student or formal evidence of work or study completed successfully elsewhere.

WITHDRAWAL FROM THE COLLEGE. Withdrawal from Kirkland is defined as the termination of the student's present academic status without prejudice. A student who is considering withdrawing from

the College should consult with her faculty adviser and with a counselor in the Office of the Dean of Academic Affairs or the Office of Student Affairs. A student on leave of absence who decides not to return to Kirkland should file an official notification of withdrawal. Students who have withdrawn must contact the Office of Academic Affairs before their records can be reactivated; readmission may require academic review.

ACCELERATION. A student who wishes to accelerate must consult with her faculty adviser and the Assistant Dean of Academic Affairs. A special form, "Plan to Accelerate," should be filed with the Office of the Dean of Academic Affairs.

For sophmore status, a student must have earned at least six Kirkland credits; junior status requires at least 14 credits; senior status, at least 22 credits (see also "Degree Requirements" section).

ADD/DROP. A course may be added during the first two weeks of the semester. The "Add" form requires the signature of the instructor and faculty adviser.

A course may be dropped within the first eight weeks of the semester, without becoming a part of the student's permanent record. A "Drop" form requires the signature of the faculty adviser and the instructor. A course dropped after the first eight weeks is recorded on the student's transcript as a "WD" (withdrew from course). If a student unilaterally drops a course without filing the "Drop" form with the required signatures, a "No Credit" is recorded.

TRANSFER CREDIT. Students who wish to transfer credit for courses taken at other accredited institutions to apply to the Kirkland degree, must submit an official transcript of work completed, to be evaluated by the Dean of Academic Affairs. Credit will usually be granted for courses in which the student received a grade of "C" or better. Students offering transfer credit must fulfill all graduation requirements (see "Degree Requirements" section).

When a Kirkland student wishes to take courses at another college for transfer credit, she must obtain her adviser's prior approval for the specific courses to be taken. Normally, such off-campus study will be undertaken during the summer or on academic leave of absence, in which case the specific courses must be approved in advance by both the student's adviser and the Assistant Dean of Academic Affairs (see "Off-Campus Study" section).

Once a transcript of successfully completed off-campus study is submitted, each course offered for transfer must be evaluated individually to determine equivalent Kirkland credit. A Kirkland "course unit" equals a four-semester-hour course. A full semester at Kirkland is four courses and equals 16 semester-hours. Therefore, a student

wishing to transfer a full semester's credit to Kirkland should present a full semester's credit from institutions using the semester system, i.e., 4 four-semester-hour courses or at least 5 three-semester-hour courses. A full term at an institution using the quarter or trimester system usually transfers as two-thirds of a full Kirkland semester. A student must take at least two quarter terms to acquire sufficient credits for one full Kirkland semester, and may apply surplus credits only in full course units.

1 or 2 three- or four-semester-hour courses, taken elsewhere on a part-time or summer session basis, may be transferred as equivalent to full Kirkland course units. Ordinarily, requests for transfer of part-time or summer credits will be granted up to a total of four such transfer credits.

SUMMER STUDY. Transfer credit for summer school courses taken at accredited institutions requires prior approval from the student's adviser and the Assistant Dean of Academic Affairs for the specific courses to be taken (see above).

Normally, a junior or senior should not plan to take introductory courses in summer school, unless the specific courses will contribute significantly to her educational goals and will complement her Kirkland program. The maximum credit which can be earned in one summer is two Kirkland credits.

CREDIT BY EXAMINATION. Kirkland credit may be awarded for AP, CLEP and CPE examinations in liberal arts subjects, provided the scores are within the range approved by the College (usually 4 or 5 on the AP; 80th percentile on other examinations).

No more than four AP credits will be accepted; no more than eight credits will be accepted for any combination of outside tests. Ordinarily, courses taken at a college while the student is in high school, can be offered *either* for high school *or* for college credit, but not for both.

TRANSCRIPT. The Kirkland transcript is the formal record of each student's academic performance at Kirkland. The transcript records "Credit" or "No Credit" for all courses taken at Kirkland or Hamilton, and credit accepted for transfer from other institutions. The transcript records "WD" for courses officially dropped after the first eight weeks of the semester. "Incomplete" is recorded *temporarily,* if a student has failed to complete work for a course before the end of the term.

Because this formal record indicates only "Credit," "No Credit" or "WD," Kirkland students needing transcripts often request that the Registrar send a supplementary packet of evaluations along with the

transcript. Course evaluations are the legal property of the student, and she may indicate whatever use or selection of these evaluations she wishes. However, the College strongly advises students to consider the rationale of any such selection, in order that the most effective use possible is achieved. For example, there may be purposes for which all evaluations are significant; in other situations, the student is best served by selecting the evaluations of her concentration work, or of the courses taken during her last two years at Kirkland.

A letter from the Registrar explaining Kirkland's evaluation system accompanies each transcript. A special letter from the Dean of Academic Affairs is sent for seniors applying for graduate study.

GRADE TRANSLATION. Kirkland's educational philosophy is expressed in its evaluation system of "Credit" or "No Credit" with detailed written evaluations. The Office of the Dean of Academic Affairs is responsible for interpreting this policy to other institutions and to prospective employers.

Since the College does not wish its policy and practices to penalize students as they seek employment or graduate or transfer admission, Kirkland has occasionally found it necessary to approve a request for traditional letter grades as a supplement to the Kirkland transcript and evaluations. However, this change is made only after ascertaining that the other institution's policy requires a grade translation. Grade translations are regularly approved for students who have applied to The Law School Data Assembly Service (LSDAS) or The Medical College Admission Test (MCAT). Requests for such grade translations for medical and law school applicants must be made through the Office of the Dean of Academic Affairs.

Grade translations are not ordinarily done for other reasons. If a student who has applied for graduate study or for transfer admission has a question about a particular school's response to Kirkland's evaluation system, she should consult the Office of the Dean of Academic Affairs. The Dean will make a personal contact with the appropriate admissions representative on behalf of the student. If the school then sends a written request for grades, faculty members are notified, via the Registrar and the Office of the Dean of Academic Affairs, that the student requires grades. *All* requests for grade translations must be made through the Office of the Dean of Academic Affairs.

ACCESS TO STUDENT RECORDS. Kirkland College has adopted policies which guarantee student's rights, reflect the College's basic philosophy, and comply with the Family Educational Rights and Privacy Act of 1974. The following statements outline the College

policy regarding the confidentiality of student files and the protection of a student's legal right of access to her educational records:

(1) The College defines a student's educational records as "those records, files, documents, and other materials directly related to a student which are maintained by a school. ..." Such a definition excludes admissions data, interview reports, and reader's comments gathered for the sole purpose of the admission decision, except as they are transmitted, as a part of the student record, to the offices of the Deans or Registrar.

Three files are maintained concerning students while they are at Kirkland: one is in the Registrar's office, and it contains the official transcript together with originals of all evaluations; another is maintained by the Dean of Student Affairs, containing basic information (the admissions application form) together with correspondence relative to housing and other non-academic matters; a third file, pertaining to academic status, is held in the Office of the Dean of Academic Affairs.

Documents pertaining to students receiving financial aid may also be found in the Office of the Director of Financial Aid.

All documents received by the College prior to January 1, 1975, which have been solicited under the promise of confidentiality, will continue, legally, under that protection. Further, the law does not provide access, by students, to confidential information submitted by their parents.

(2) Students who are enrolled at the time may exercise their right to access by making such a request, in writing, to the Dean or Director in whose charge the material is kept. No justification need be made.

The appropriate officer shall procure the file, examine it for material which is confidential under the law, and allow the student to look at the remainder of the file in the presence of the officer or someone designated as surrogate. The student shall be informed specifically of the nature of any material or documents withheld, and shall also be informed of her right to have any document of record copied. Such copying, if requested, shall be done by College personnel and per copy cost shall be borne by the student.

If a student wishes to challenge the right of the College to withhold materials it deems protected as confidential under the law, she may request a hearing. Such a hearing shall first involve the officer primarily responsible. If satisfactory resolution is not obtained, the matter shall be referred to the President's Advisory Group as the level of last resort within the College.

(3) In order to assure compliance with the law and to provide evidence of such compliance, the College has identified the following persons as authorized to have access to student files for legitimate educational purposes:

The President, the Dean of Academic Affairs, the Dean of Student Affairs, the Director of Admission, the Director of Financial Aid, the Vice President for Research and Evaluation, the Vice President for Development, or their designated assistants, together with members of the faculty acting in their capacity as teachers or advisers to specific students.

Records are kept in each student file to show access on the part of anyone from the outside, or anyone who would not otherwise have legitimate educational purposes in such access. In such instances, persons must indicate their name, date of access and the reason for the use of the material.

(4) As regards letters of recommendation written by faculty or administrative staff on behalf of enrolled students, the College has the option, under the law, to ask the student involved to waive her right of access to such letters in order to protect their confidentiality in *Kirkland's* files.

Kirkland has adopted an alternate position. The College will counsel faculty members to share the content of student letters of recommendation by copy or by consultation prior to their being sent, rather than to make a waiver of non-confidentiality a condition of faculty recommendation. In keeping with this policy, the College has urged faculty members to be candid with students for whom a mediocre or negative recommendation may be written. In some cases, therefore, students will be encouraged to seek a recommendation elsewhere if a more positive letter is desired.

So that prospective employers and graduate admissions committees may be aware of the Kirkland College policy, the College will enclose a cover letter from the Dean of Academic Affairs with each recommendation as our official indication that the recommendation is bona fide, that its contents have been made known to the student and that the letter is written without any form of coercion (a copy of the Dean's letter is available in the Office of the Dean of Academic Affairs).

ACADEMIC OPTIONS

One of the elements of flexibility built into the Kirkland curriculum is the opportunity for students to earn academic credit for a variety of programs which vary from the traditional course format or which are undertaken off-campus. These alternative study options vary in the

degree to which they are structured, but all require an ability to work independently and to take initiative.

Alternative Study

Three alternative study options are available to registered Kirkland students: independent study and two varieties of internship experience (field work and work/study).

INDEPENDENT STUDY. Independent study offers to qualified students an opportunity to pursue special interests to a degree not possible in regularly scheduled courses. Whether a student is qualified and whether she can profit from an independent study project are academic matters to be determined by the student's adviser and the proposed supervisor of the project, in consultation with the student. The guiding principles are that the proposed independent study project make good educational sense and that it add a dimension to the student's program not regularly available in the College curriculum. Students are encouraged to discuss the possibilities of independent study with their adviser and other faculty members. Normally, no student will be permitted to register for more than one independent study in any semester, except for the senior year when independent study may be taken in addition to the Senior Project.

Although independent study projects may take a variety of forms (e.g., supervised reading, a specialized research project, a small group of students undertaking a cooperative investigation of a common problem), they share a common emphasis: the responsibility of the student for the design and independent execution of the project with advice and counsel of the supervising instructor. In turn, the supervising instructor is responsible for the final evaluation of the work done. The frequency with which a student meets with her supervisor will depend upon circumstances and will vary from case to case. Independent study is not a tutorial. A student who requires frequent sessions with a faculty member is probably not prepared to undertake independent study. Faculty members will consider this factor when discussing independent study with students.

Proposals for independent study require the approval of the adviser and the consent of the faculty member who will supervise the project. Each independent study registration will be considered the equivalent of a regular course, in terms of the amount of work required and credit earned.

INTERNSHIP EXPERIENCE. An internship experience can be a valuable addition to a student's academic program. Students are encouraged to explore the possibility of doing such work during the regular semester as well as during the summer. Normally, such a work project is closely allied to the student's field of concentration or a cognate

field. It must be approved in advance by the student's adviser as offering an academically sound supplement to work already done, or in progress, in a regularly scheduled course at the College. Normally, an off-campus work project may not be used to fulfill the minimum requirements for a concentration. No student may submit toward her graduation requirements off-campus work in excess of the equivalent of six Kirkland courses. In no instance shall the combined credit for off-campus work and independent study exceed the equivalent of eight courses.

There are two types of off-campus work projects possible:

Field Work. A field work project is normally undertaken while the student is fully registered at Kirkland. To be eligible, a student must have completed the freshman year (eight courses), in a manner judged satisfactory by her adviser. Credit equal to one course at Kirkland may be earned for each field work project. Prior to undertaking field work, a student must submit a proposal to be approved by her adviser and an instructor whose professional interest is in the area of the project chosen. To obtain credit, a field work project must be considered meaningful and successful by an on-the-job supervisor, who will provide a written evaluation of the project. The faculty supervisor of the project must approve the student's self-evaluation and an analytical paper, written by the student at the completion of the field work experience. In all cases, arrangements with both the adviser and supervisor must be completed before the commencement of the project.

Work/Study. A work/study project is undertaken while the student is off-campus.

To be eligible, a student must have at least junior standing and have completed her previous work in a satisfactory manner. Credit equal to three Kirkland courses may be earned for each work/study project. In addition, during her work/study semester, the student may complete one course at an accredited college in a field other than that of her project. She may not, however, engage in an independent study project during this time. No student may earn Kirkland credit for more than one work/study project. To obtain credit for work/study, the student, her adviser and an instructor with professional experience in the field chosen, must agree in advance of the project's commencement, that for this student, the project offers the most efficient means of realizing a clearly formulated educational goal. The student, her adviser and the instructor must be in clear agreement that the project involves an important educational experience that could not be duplicated on the Kirkland campus. The student must work full time on her project and obtain a written evaluation of her work from an on-the-job supervisor. Within four weeks of her return

to campus, the student must submit a substantial and detailed analysis of her activities to her adviser and the instructor. In addition, the student must also submit her own evaluation of the extent to which the educational goal originally set has been realized. The final report must be approved by the student's adviser and the instructor.

Off-Campus Study

Off-campus study includes all study at other institutions and recognized junior year abroad programs, as well as summer study, and off-campus alternative study or internship experience, whether completed during the regular semester or during the summer.

When it is undertaken during the semester, off-campus study will normally require an academic leave of absence and must be approved in advance by the student's adviser. General regulations for all study undertaken during academic leave of absence are:

(1) No more than one course per semester may be taken as independent work at Hamilton and Kirkland while the student is not in residence. Students doing work/study projects may not engage in any independent study during this time (see "Internship Experience" section).

(2) No more than one-half of the courses offered for the concentration may be done in absentia.

(3) Prior approval by the faculty adviser and the Assistant Dean of Academic Affairs is required before credit for academic work taken while not in residence can be considered for transfer credit.

STUDY ABROAD. Hamilton College sponsors two study abroad programs which Kirkland recommends to students considering a year abroad: the Hamilton College Junior Year in France and the Hamilton College Academic Year in Spain. For specific information about these programs, students should consult their advisers and the Office of the Dean of Academic Affairs. This office also maintains files of current information for other study abroad programs. Since these programs involve a request for transfer credit, the student must plan all such study in accordance with the procedures outlined for academic leave of absence (see "Leaves of Absence" section).

WASHINGTON SEMESTER. Students interested in public affairs may wish to apply for admission to the Hamilton Washington Semester, a program designed to give properly qualified students an opportunity to work in a government office during the fall semester. It consists of internships in federal legislative and executive offices, as well as a regular seminar program which requires independent research and writing. Students are assisted in finding internships but are responsible for their own living arrangements in Washington. Admission to

the program is competitive. Prerequisites: junior or senior standing, and Hamilton Government 28 (or its equivalent). Further information may be obtained from the Dean of Academic Affairs or the Chairman of the Hamilton Government Department.

SENIOR PROJECT IN ABSENTIA. This may be done only in *very unusual* cases when a student's academic, familial or financial situation makes residence detrimental. Should a student request approval for a Senior Project in absentia, this petition including a full Senior Project proposal must be approved in advance by the student's adviser, the supervisor of the Senior Project, and the Assistant Dean of Academic Affairs. The student must make prior arrangements to consult with her Senior Project supervisor regularly.

Winter Study

The Winter Study program at Kirkland is designed to encourage students to take increasing responsibility for the structure of their own education, within a framework which sanctions a wide variety of subject matters and types of learning experiences. Winter Study is an integral, although specialized, part of the College program. Its purpose is to help Kirkland women develop the capacity for continued independent and disciplined work outside the structure of the organized curriculum. Each student is required to complete three Winter Study credits. Normally, these will be completed before the senior year. The wide range of projects possible during Winter Study allows maximum flexibility; five advising and evaluating procedures are offered, varying in their degrees of supervision. In preparing her proposal for a Winter Study project, each student should select the option best suited to her individual interests and which best complements her readiness to undertake independent study. All Winter Study Proposals require the signature of the student's faculty adviser.

The following types of Winter Study projects are available:

KIRKLAND GROUP PROJECT. A faculty member or guest of the College supervises and evaluates a group of students who work on the same project.

SUPERVISED INDEPENDENT PROJECT. A faculty member supervises and evaluates a student-initiated project, or group project, which may take place on- or off-campus.

FIELD SUPERVISED PROJECT. A specialist, located off-campus, supervises and evaluates field work or internship projects; credit is determined by the student's adviser.

UNSUPERVISED PROJECT (GROUP OR INDIVIDUAL). The student submits a project proposal for approval to a small advising group, consisting of a faculty adviser and other students. The project is

pursued independently on- or off-campus, and a self-evaluation is presented to the advising group at the end of the Winter Study period. The advising group determines credit.

HAMILTON COURSES OR COURSES OFFERED BY OTHER COLLEGES. The student elects a winter term course offered by Hamilton or another institution. When this course normally carries regular academic credit, a Kirkland student may designate the winter course either for Winter Study credit or for course credit. If she chooses the latter option, she may also request waiver of one of the Winter Study credits required for graduation. Such a waiver will be granted by the Dean or Assistant Dean of Academic Affairs upon request.

Critical Languages Program

Through its membership in the National Association of Self-Instructional Language Programs, Kirkland offers students interested in non-western languages (and some western languages) the opportunity to begin such study. Students enrolled in the Critical Languages Program work independently with taped materials, and practice regularly with native speakers. At the end of each semester, progress is evaluated by an outside examiner who is a specialist in the language. A high degree of motivation and interest is essential. For a list of the languages currently available see the Humanities Division.

courses of study

Kirkland courses and Hamilton courses are described below in separate listings for each college. Registration for the courses of both colleges takes place at the same time and location in order to encourage cross-registration. Students should consult the course descriptions of both colleges before completing their plans for registration. As a general rule, all courses offered by one college are open to students of the other.

KIRKLAND COURSES

Kirkland course descriptions are arranged by Division (Arts, Humanities, Sciences and Social Sciences), subdivided within the Divisional section alphabetically according to disciplines (e.g., anthropology courses are listed together as a group within the Social Sciences Division section), and listed in ascending numerical order.

A course number followed by "F" is offered in the Fall semester. "S" indicates Spring semester. "F, S" indicates the course is offered both semesters.

A single number course (e.g., 101F) is a one semester course.

A double number course with a *hyphen* (e.g., 101F-102S) is a two semester course with the first semester a prerequisite for the second. The first semester may be elected independently of the second but *the second semester cannot be elected independently of the first* except in unusual cases by permission of the instructor.

A double number course *with a slash* (e.g., 101F/102S) is a two semester course, either semester of which may be elected independently of the other.

When a course is noted as being "equivalent to" another course, the two courses are functionally equal for purposes of concentration requirements, prerequisites, and degree requirements. Please note that when one or more courses are "equivalent to" one another only one of these courses can be counted toward concentration or degree requirements.

Otherwise, numbering of courses signifies the following levels of difficulty:

100's: Introductory in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

200's: Intermediate level. Assumes one or two semesters in the field or sufficient intellectual maturity and interest to enable students to compensate for lack of formal preparation. Priority for admission: sophomores, juniors, others.

300's: Advanced in approach. Assumes three or more semesters in the field or unusual intellectual maturity, ability or willingness to compensate by extra work for inadequate background. Intended primarily for juniors or seniors. Priority will be given to concentrators in the area, according to class.

400's: Most advanced. Intended for seniors and juniors with at least four semesters in the field. Others admitted by permission of the instructor only. Priority will be given to concentrators in the area, according to class.

If you have any doubts regarding the appropriate class level for you, please consult your adviser, the instructor of the course in question, or the chairman of the Division sponsoring the course. Priority for enrollment may be set by Divisions in accordance with the rationale for course levels as indicated in the above general numbering pattern.

Note: In general, most Kirkland courses are limited in enrollment to twenty students; variations above and below this number are approved when justified on sound pedagogical grounds.

CROSS-DIVISIONAL CONCENTRATION IN AMERICAN STUDIES

Concentration Requirements. The interdisciplinary concentration in American Studies is defined and directed by a coordinate committee composed of two representatives from the Kirkland faculty, two representatives from the Hamilton faculty and a Program Director. Students choosing to concentrate in American Studies should consult the Director of the program or a Kirkland member of the Committee.

The student concentrating in American Studies must expect to do advanced work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the Committee; the program will include American Studies 311, taken no later than the fall of the junior year, and American Studies 499 and 500.

Note: Before registering for any course offered, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

Priority for enrollment may be assigned in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

American Studies 299 Independent Study. Faculty.

American Studies 304S Heroes and Leaders in America. The concept of national character has been abused and overused by writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of this concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. D. Locke.

American Studies 311F (H31F) Introduction to Theories and Methods. An introduction to the theories, methods and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions and cultural forms in American life. The course is required of junior concentrators and is open to other students with consent of the instructor. D. Locke.

American Studies 399 Independent Study. Faculty.

American Studies 499 Independent Study. Faculty.

American Studies 500 (H50S) Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite: American studies 311. Appropriate interdisciplinary faculty committee.

ARTS DIVISION

The Arts Division offers courses in creative writing, dance, music, photography and film, theatre, and visual arts. Students may concentrate in one or any combination of these disciplines. The Division is particularly interested in exploring the interrelatedness of origins, historical developments and current directions in the arts.

Concentration Requirements. The basic course requirements differ for each discipline, as indicated below. Other courses to be used to satisfy a concentration are chosen by the student in consultation with her adviser. In each instance the total program is an individual one and the primary responsibility for initiating its design rests with the student.

1. a. Creative Writing. A minimum of six writing workshops, including the Senior Project.

   b. Dance. A minimum of eight semester courses in dance. Four technique courses are required, including Dance 311-312, and four semester courses to be selected from the following: Dance 102, 205, 206, 301-302, or 305. Concentrators are expected to participate in workshops, lecture demonstrations and concerts.

   c. Music. A minimum of eight semester courses in music distributed equally between music theory and music history. In addition to these course requirements, a music concentrator is expected to participate in ensemble performance. Please refer to Hamilton College Music Offerings.

   d. Photography and Film. A minimum of eight semester courses, including Photography 101. Although the major portion of courses should come from photography and film offerings, two- or three-dimensional studio art courses are applicable to this concentration.

   e. Theatre. A minimum of eight course credits in theatre, including Theatre 207 and at least one course in dramatic literature.

   f. Visual Arts (ceramics, design, drawing, painting, printmaking and sculpture). A minimum of eight semester courses, including Art 101, 105, and 107.

2. A minimum of three semester courses in appropriate cognate areas.

3. A Senior Project designed with the assistance of the adviser, accepted by the Division, and requiring two semesters for completion. The Project should culminate in (1) a public exhibition or performance, or (2) a research project in history or criticism of dance or theatre, or (3) the presentation of a work of creative writing, musical composition or musicology. As with the design of

the concentation, the responsibility for initiating the design of the Senior Project rests with the student.

The Division strongly recommends that its concentrators develop reading proficiency in at least one foreign language. Evaluations for all courses in the Arts Division will be based on the student's application, progress, participation in critiques, and when specified, written work.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Creative Writing

Creative Writing 101F, S An introduction to the fundamental problems of prose fiction and poetry. Enrollment limited to 16. Order of priority: Sophomores, freshmen, seniors, juniors. M. Burkard, T. Gallagher.

Creative Writing 199 Independent Study. Faculty.

Creative Writing 201F, S Poetry Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Enrollment limited to 16. Prerequisite: Permission of instructor. M. Burkard.

Creative Writing 211F, S Prose Fiction Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students interested in playwriting should enroll in this course. Students interested in writing for children should consult the instructor. Enrollment limited to 16. Prerequisite: Permission of instructor. T. Gallagher.

Creative Writing 299 Independent Study. Faculty.

Creative Writing 399 Independent Study. Faculty.

Creative Writing 499 Independent Study. Faculty.

Creative Writing 500 Senior Project. Faculty.

Dance

The dance program provides experience in both the performance and academic aspects of dance. Three levels of daily technique classes are offered to provide a thorough training in both ballet and modern dance. In order to participate, students must audition for

placement in the appropriate level class. Within the limits of available space, classes are open to all interested students.

Students who complete the Advanced Dance sequence may plan their own technique studies, emphasizing ballet, modern or both.

In addition to courses in composition, history and Labanotation, students may undertake independent study in their own areas of interest, such as choreography, advanced Labanotation, therapy, historical research, and teaching methods. Occasionally, group independent studies are offered in teaching methods for ballet or modern and creative dance.

Qualified students may obtain professional certification in Labanotation through the Dance Notation Bureau, and in ballet through the Royal Academy of Dance. Performing experience is offered in the form of workshops, lecture-demonstrations and the annual spring concert.

Students intending to concentrate in dance should contact the dance faculty before the fall semester to ensure that they obtain a place in technique classes.

Dance 102S Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. The course includes technique classes in several dance styles, discussions and lectures on dance and related subjects, field trips and special events. No prerequisite. Maximum enrollment 20. S. Heiland.

Dance 111F-112S Beginning Dance. Fundamentals of ballet and modern dance. Admission by audition. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 199 Independent Study. Faculty.

Dance 205F Elementary Labanotation. Analyzing, reading and notating movement used in ballet, folk and modern dance. Maximum enrollment 20. M. J. Warner. (Offered in alternate years; next given 1976–77.)

Dance 206S Intermediate Labanotation. A continuation of the elementary course using more complex material. The class will emphasize practical experience notating technique classes, and reconstructing dance scores. Prerequisite: Dance 205. Maximum enrollment 20. M. J. Warner. (Offered in alternate years; next given 1976–77.)

Dance 211F-212S Intermediate Dance. A continuation of the study of ballet and modern dance. Admission by permission of instructors. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 299 Independent Study. Faculty.

Dance 301F-302S History of Dance. The development of dance as an art form from Greek times to the twentieth century. Lectures, discussions and practical sessions in period dance. Entry into the second semester by permission of the instructor. Maximum enrollment 20. M. J. Warner.

Dance 305F Composition I. A study of the elements of choreography emphasizing explorations of rhythmic structure, dynamics and design. Prerequisite: Intermediate technique level and permission of the instructor. S. Heiland.

Dance 307F Composition II. The application of fundamentals from Composition I, developing into more complex choreographic work. Prerequisite: Dance 305 or permission of instructor. S. Heiland.

Dance 311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Students are expected to participate in workshops and concerts. Admission by permission of instructors. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 399 Independent Study. Faculty.

Dance 499 Independent Study. Faculty.

Dance 500 Senior Project. Faculty.

Music

Music 101F-102S Theory I. Studies in melody writing employing both familiar and exotic scales and analysis of related musical works. Contrapuntal technique will be studied during the second semester. Evaluation based on class participation and regular written assignments. Prerequisite: Knowledge of basic music notation. *Note:* Ear training sessions will be given for Theory students and are also available to others. Must not be tone-deaf. Priority: Sophomores, freshmen, juniors, seniors. H. Hartwell and K. Oak.

Music 104S Electronic Music I. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. Students will be responsible for the completion of one short project involving elementary electronic composition. Evaluation on the basis of the composition and classroom participation. Priority: Freshmen. Maximum accommodation in studio is 13 students. Faculty.

Music 199 Independent Study. Faculty.

Music 201F-202S Theory II. Concepts of harmony, counterpoint and form as the natural consequence of the material studied in Theory I. The course will focus on the music of the Baroque and Classical periods. Evaluation as in Theory I. Prerequisite: Music 102 or permission of instructor. H. Hartwell.

Music 203F Electronic Music Workshop. Advanced work with the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. May be repeated for credit at increasingly advanced levels. Students will be responsible for the completion of at least one work. Prerequisite: Music 104S or permission of the instructor. H. Hartwell.

Music 209F Analysis. A companion course to Theory II and Theory Workshop. Emphasis is on broad structural design. Pitch organization, sectional balance, structural and harmonic rhythm, register, timbre and texture, their mutual interactions, and the way in which they articulate form will be investigated. Works chiefly from the "period of common practice" will be analyzed. Evaluation based on classroom participation and regular written assignments. Maximum enrollment 12. Prerequisite: Music 102. K. Oak.

Music 221F Composition. Twentieth-century compositional techniques, including notational problems and score preparation. Evaluation on the student's increase in ability to structure musical ideas. Prerequisite: Music 102 or permission of the instructor. Faculty. (Offered in alternate years; next given 1976–77.)

Music 222S Orchestration and Arranging. The instruments of the orchestra will be investigated and, when possible, demonstrated. Idiomatic writing and orchestral transpositions will be stressed. Works for piano will be analyzed in order to discover an effective approach to their orchestration, and various styles of orchestration will be considered. Evaluation on class participation and on the student's own orchestrations. Prerequisite: Music 102 or permission of instructor. H. Hartwell. (Offered in alternate years; next given 1976–77.)

Music 231F Theory and Practice of Jazz. Melodic improvisation within an harmonic context. Harmonic extensions, substitutions and typical jazz progressions. Analysis of improvisations by Parker, Davis, Rollins and others from the post-1940 period. Evaluation on application and evidence of progress. Extensive outside listening and practice will be required. Prerequisite: Experience in jazz improvisation and/or permission of instructor. H. Hartwell. (Offered in alternate years, or as student interest and ability warrants; next given 1976–77.)

Music 299 Independent Study. Faculty.

Music 301F-302S Theory Workshop. Advanced studies in the music of the Romantic and Expressionist periods. Stylistic evolution as the result of the interaction between contrapuntal and harmonic aspects in the music of such composers as Schumann, Wagner,

Mahler and Berg. Evaluation as in Theory I. Prerequisite: Music 202 or permission of the instructor. May be repeated at increasingly advanced levels with permission of the instructor. K. Oak.

Music 399 Independent Study. Faculty.

Music 402S Junior-Senior Seminar. Content will be determined jointly by the students and instructor, in response to those needs which the student and the instructor perceive to have arisen during the student's prior musical career. The resulting focus may be integrative studies in the discipline as a preparation for graduate work, or special topics in music, especially those of an inter-arts nature. Evaluation will be based on oral reports, participation in critiques thereof and evidence of progress. Designed for senior and junior music majors; specially qualified sophomores with permission of the instructor. Faculty.

Music 499 Independent Study. Faculty.

Music 500 Senior Project. Faculty.

Students are encouraged to make musical performance an important part of their extra-curricular activities. They may participate in one or more of the following: Hamilton-Kirkland Choir, String Ensemble, Woodwind Ensemble and Brass Choir. Private instrumental and vocal instruction is also available. Admission to performance ensembles is by audition; private tuition is arranged by interview and necessitates an additional financial charge, normally $125 per semester. Sign-up sheets for auditions and interviews will be posted in the List Arts Center and Root Art Center at the beginning of the term. See instructor listing page 42.

Photography and Film

Photo 101F, S Photography I. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras and lighting and darkroom procedures, are studied. No prerequisite. Maximum enrollment 18. S. Liebman.

Photo 103F Introduction to the Language of Film. An outline of film grammar, including a cross section of various film forms. Films discussed in relation to readings on theory and criticism. Evaluation based on papers and class discussion. Maximum enrollment 35. Priority: Freshmen, sophomores. N. Boxer.

Photo 116S Film Production I. Introduction to motion picture techniques. The course uses super-eight as its medium. The student is introduced to the decisions and mechanics of producing a sequence on film; scripting, directing, camera, lighting, editing. Maximum

enrollment 18. Prerequisite: Experience in photography or permission of instructor. N. Boxer.

Photo 199 Independent Study. Faculty.

Photo 201F Intermediate Photography. This course is designed to be a vehicle for a further investigation of the photographic process through the use of a variety of techniques and equipment including multiple printing, the use of the 4x5 camera, and the design and use of the pinhole camera. Maximum enrollment 18. Prerequisite: Permission of instructor. S. Liebman.

Photo 217F Film Production II. A continuation of Photo 116S, with the use of 16 mm as the medium. The class is expected to work as a production crew in the shaping of a project. Some of this production work will involve video projects and, hopefully, a number of short efforts may be documentary or personal in style. Maximum enrollment 18. Prerequisite: Permission of instructor. N. Boxer.

Photo 220S Audio-Visual Workshop. Introduction to the basic audio-visual technology; sound recording, photography, super-eight film, video tape and the related projection systems. The use of current experiences and materials in the classroom. Emphasis on individual resourcefulness in the application of techniques. Enrollment unlimited. N. Boxer.

Photo 221S Film Animation. Exploration of how the artist can make use of film time. A studio course for people with some experience in drawing, painting, still photography, graphics or any other aptitude which could be exploited in the making of a personal statement in the art of film. Maximum enrollment of 10 because of equipment. Prerequisite: Permission of instructor. N. Boxer.

Photo 299 Independent Study. Faculty.

Photo 300S Advanced Photography. A search for a more personal style is the central concern of this course. Students will be expected to utilize their photographic skills to explore areas such as surreal photography, the photographic story and photomontage. Maximum enrollment 18. Prerequisite: Permission of instructor. S. Liebman.

Photo 399 Independent Study. Faculty.

Photo 499 Independent Study. Faculty.

Photo 500 Senior Project. Faculty.

Theatre

Theatre 101F-102S Introductory Acting. Training in the basic elements of an actor's craft: Movement, voice, senses, imagination, improvisation and characterization. Much of the first semester will

focus on improvisation. During the second semester, the ensemble will focus on scenes, situations, circumstances and stage actions. Entry into the second semester with permission of instructor. Maximum enrollment 20. R. Umlas.

Theatre 103F, S Production. An introduction to the fundamental principles and techniques of theatrical production. Practice in the conceptualization and design of scripted productions. Each student will be involved in many aspects of theatre; for example, analyzing, designing, building, sewing, focusing, painting, managing—as production staff and crews for that semester's faculty directed production; the class will also act as the running crew for the production. At the end of the semester students may undertake individual (e.g., paper, designs, costume) or group (e.g., a studio production of a one-act) projects. *Note:* Any student who assumes a significant responsibility in any production during the semester may apply to have the work counted as a partial fulfillment of the requirements. No limit; open both semesters. May be taken up to 3 times at increasingly advanced levels by approval of the adviser and the Office of Academic Affairs. R. Umlas, C. Bellini-Sharp.

Theatre 199 Independent Study. Faculty.

Theatre 201F-202S Intermediate Acting. Developing an individual working method. An exploration of physical, vocal, emotional, intellectual and creative resources. Second semester emphasizes scene work, textural analysis, character and scene development. Maximum enrollment 20. Entry into the second semester with permission of the instructor only. C. Bellini-Sharp.

Theatre 207F, S History of Theatre. A workshop for the practical and theoretical examination of major periods in the theatre's history. No limit. R. Umlas, C. Bellini-Sharp. (Offered in alternate years; next given 1976–77.)

Theatre 209F Script Analysis. The application of an analytical technique to the theatrical interpretation of selected scripts. The purpose of the course is to introduce a practical approach to script analysis applicable to any play-script from any period. Among the scripts to be analyzed are plays by Aeschylus, Jonson, Chekhov, Albee, and Pinter. R. Umlas.

Theatre 299 Independent Study. Faculty.

Theatre 301F-302S Directing Workshop. Research and analysis of scripts and design of action to prepare for working with actors. Readings from Appia, Stanislavsky, Meyerhold, Artaud, Brook, Grotowski. First semester: Direction of long scenes or short one act plays. Second semester: Presentation of longer works. Prerequisite: Four semesters of theatre courses of which at least two must be in

acting or permission of the instructor. Entry into the second semester by permission of the instructor. Maximum enrollment 15. R. Umlas, C. Bellini-Sharp.

Theatre 303F-304S Advanced Acting. Problems in scene study, action metaphors, voice, characterization and styles with emphasis on individual acting problems. Prerequisite: Theatre 101-102, and Theatre 201-202 or by audition. Entry into the second semester by permission of the instructor. Maximum enrollment 15. C. Bellini-Sharp, R. Umlas. (Offered in alternate years; next given 1976–77.)

Theatre 310S Junior-Senior Seminar. The content of this course will be determined by the direction and needs of the theatre program. The resulting focus may be special individual preparations covering a wide range of areas in the discipline, or particular topics and workshops in theatre; for example, contemporary European theatre, design for directors, voice and speech for the stage, experimental theatre, etc. Evaluation will be based on oral reports, papers, participation, and other forms related to the specific topic and direction of the course for that particular semester. Prerequisite: Four semester courses in theatre. C. Bellini-Sharp.

Theatre 399 Independent Study. Faculty.

Theatre 499 Independent Study. Faculty.

Theatre 500 Senior Project. Faculty.

Visual Arts

Art 101F, S Drawing. A study of the basic elements of drawing including line, texture, mass and composition. Students will be expected to work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 105F, S Two-dimensional Design. An exploration into visual language; a series of projects followed by group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 107F, S Three-dimensional Design. Introduction to visual problems in three dimensions. Class consists of a series of projects followed by group discussion. Maximum enrollment 15. No prerequisite. J. Dodd.

Art 111F, S Ceramics I. Introduction to techniques in the use of clay. Traditional wheel, hand-building and glazing methods, including the creation of glazes at stoneware temperatures. Maximum enrollment 20. R. Palusky.

Art 199 Independent Study. Faculty.

Art 202S Drawing Workshop. An exploration in depth of concepts established in Drawing I. May be repeated for credit at increasingly advanced levels. Class size 18. Prerequisite: Art 101 or permission of instructor. R. Muirhead, W. Salzillo.

Art 203F, S Painting I. A study of the methods and techniques of oil painting with emphasis on still life, figures and landscape. Maximum enrollment 18. Prerequisite: Art 101, 105 or permission of instructor. R. Muirhead, W. Salzillo.

Art 205F, S Printmaking. Concentration in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques, aquatint, and lift ground method. Students will be expected to participate in group criticisms. Class maximum enrollment 15 to avoid overcrowding of equipment. Prerequisite: Art 101, 105 or permission of the instructor. R. Muirhead.

Art 207F, S Lithography. Study of the process of lithography through the techniques of drawing on stone or metal plates and printing in black and white or color. May include relief printmaking and silk-screen. Maximum enrollment 15. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 101, 105 or permission of the instructor. R. Muirhead. (Offered in alternate years; next given 1976–77.)

Art 209F, S Sculpture. Basic materials course dealing in introductory problems of form and technique. Work in plaster, clay, wood and other materials. Designed to prepare students for exploration of methods and ideas. Prerequisite: Art 101 or permission of instructor. Maximum enrollment 15. J. Dodd.

Art 211F, S Ceramics II. Designed to develop techniques in hand-building beyond the introductory level. Glaze assignments at stoneware temperatures and the study of Raku, including simple kiln construction. Critiques on problems of technique and three-dimensional expression. Prerequisite: Art 111 or permission of instructor. Maximum enrollment 18. R. Palusky.

Art 299 Independent Study. Faculty.

Art 303S Painting Workshop. An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly advanced levels. Class limit 18. Prerequisite: Art 203 or permission of instructor. R. Muirhead, W. Salzillo.

Art 309F, S Sculpture Workshop. Advanced techniques, including welding, casting, carving, and other methods. May be repeated for credit at increasingly advanced levels. Maximum enrollment 15. Prerequisite: Art 209 or permission of instructor. J. Dodd.

Art 311F,S Ceramics III. Exploration of a broad range of glaze color and technique at earthenware temperatures. A portion of the semester will be devoted to the problems of kiln construction. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 211. R. Palusky.

Art 399 Independent Study. Faculty.

Art 499 Independent Study. Faculty.

Art 500 Senior Project. Faculty.

Curricular-related Programs

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts complementing work in the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

Instrumental and Voice Instructors

Piano and Harpsichord:	Instruction by Albert Bowen and Phyllis Murphy.
Voice:	Instruction by Neva Pilgrim.
Flute:	Instruction by Cornelia Brewster.
Strings:	Instruction by Amici Quartet.
Choir:	Instruction by Lee Spear, Director of Choral Activities at Kirkland and Hamilton Colleges and Assistant Professor of Music at Hamilton.

HUMANITIES DIVISION

The Humanities Division offers courses and concentrations in art history, history, literature, philosophy and Jewish studies (religion). Students may also combine two or more disciplines into a humanities concentration. In addition, the Division sponsors the Critical Languages Program and concentrations in areas in which courses are offered primarily at Hamilton, such as foreign languages.

Concentration Requirements. The minimum requirement of all concentrations sponsored by the Division is seven courses and the Senior Project (usually one semester). The specific courses to be used to satisfy the concentration requirements will be determined by the student and an adviser from the Division.

All students taking a concentration in the Humanities Division are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school should realize that they will very likely be expected to use one or more languages in addition to English in their graduate work.

A student should note that some concentrations require particular courses and/or more than the minimum number of seven.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Art History

The requirement for concentration in art history is eight semester courses and the Senior Project.

Art History 101F-102S Survey of the History of Western Art. Fall semester: Prehistoric art to the Late Middle Ages. Spring semester: The Renaissance to the end of the nineteenth century. Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of western art, but to introduce them to an art-historical approach and methodology. Students wishing to take 102 separately must have permission of the instructor. Open enrollment. R. Lieberman.

Art History 199 Independent Study. Faculty.

Art History 212S The Renaissance in the North. The emphasis will be on painting in the Netherlands, France and Germany, beginning with the international Gothic style in the late fourteenth century, then following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel and the school of Fontainebleau in the sixteenth. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 222F Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as

style will be analyzed, and models of basic structural forms will be built. R. Lieberman.

Art History 241F Twelve Buildings. The course is intended as an introduction to the history of architecture through the consideration of twelve buildings: The Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 258S American Architecture. The course is designed as a survey of architecture in the United States from the earliest colonial times to the mid-20th century. The major topics to be considered are the originals of regional colonial styles, the extent and nature of European influence in the formation of Roman and Greek revival styles, the importance of architectural pattern books for nineteenth-century house design, the skyscraper and the city. While the course will be organized topologically, careful attention will be given to individual architects, among them Bullfinch, Lafever, Richardson, Sullivan, Wright and Kahn. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 299 Independent Study. Faculty.

Art History 304S Michelangelo. A detailed survey of Michelangelo's works as architect, painter and sculptor. Enrollment is limited to students who have had at least two semesters of art history. R. Lieberman.

Art History 399 Independent Study. Faculty.

Art History 499 Independent Study. Faculty.

Art History 500 Senior Project. Faculty.

History

A concentration in history will involve the student in an examination of how the historian thinks, works and questions in studying the records of human activity. The courses available at Kirkland and Hamilton provide work in American, European and Asian history, ancient civilization and the history of science. Concentrators may fashion their program broadly according to their interests and goals. The minimum requirements for the concentration are eight courses, including the Senior Project which may require one or two semesters depending on its scope and intent. Usually the program should include advanced work in more than one area or period. Proficiency in a foreign language or statistics is urged. Students interested in

self-initiated concentrations are encouraged to include appropriate history courses.

History 101F History: Some of its Philosophic Assumptions. This course is designed to acquaint the student with the complexity and richness of historical study. The major work of a single historian will be investigated in depth as the basis of further study of the nature of historiographic problems, the sociological and psychological influences which affect historical writing, and some of the various methods, theories and philosophies of history. Open to freshmen and on a space-available basis to sophomores. P. Marcy.

History 111F The Creation of Modern Europe. Themes in European history from the end of the Middle Ages to the rise of Absolutism. Topics considered include: The Reformation, the transition from feudalism to the centralized state, the growth of nationalism, and the dividing of Christendom. D. Miller. (Offered in alternate years; next given 1976–77.)

History 123F History and Identity. Students' personal histories and the more public events of the last two decades frequently intersect in revealing, often unsuspected ways. The course will examine a number of these intersections for two purposes: To clarify the role of authority in learning, and to test the limits and possibilities of historical understanding. Materials will include written histories, novels, films and students' recollections. Open to freshmen, and on a space-available basis to sophomores. D. Locke.

History 134S History of the Jewish People in the Middle Ages, 500–1750. A survey of medieval Jewish life as seen through its major centers: Babylonia, 500–1000; Western Europe, 1000–1500; Eastern Europe, 1500–1750. Both the heights, e.g., the Golden Age of Spain, 16th century renaissance, and the depths, e.g. expulsions, crusades and massacres, will be examined. The course will conclude with setting the stage for the modern period of Jewish history. D. Lasker.

History 137F The Idea of the Family in History. An historical study of the evolution of the family as a social ideal and as an institution in Western Europe and America. The course will also serve as an introduction to the discipline of history by examining the usefulness for historical research of various types of evidence, such as art, film and literature. The contribution of conceptual approaches from other disciplines such as anthropology, sociology and psychology will also be explored. E. Barazzone.

History 164F Introduction to Medieval Society. A thematic survey of European culture and politics from the seventh through fifteenth centuries, with emphasis on the development of relatively uniform

religious, social and political structures and attitudes. Exemplary topics: Feudalism as a method of government, conflicts over the secular role of the church, and artistic themes as reflective of certain cultural issues. J. Townsend.

History 199 Independent Study. Faculty.

History 215F Renaissance Europe. A survey of the economic, political and intellectual nature of the Renaissance beginning in fourteenth-century Italy and moving on to northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of humanism. First-year students must have permission of instructor. Limited to 25. J. Townsend.

History 216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin and the Catholic Reformation. D. Miller.

History 221F Tudor/Stuart England. A survey of the political and religious history of England from 1485 to 1714 with attention given to the intellectual and social-economic events of the period. The course includes informal lectures and some discussion. Open enrollment. E. Barazzone.

History 222S Modern Britain. A survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Open enrollment. E. Barazzone.

History 231F-232S American Cultural and Intellectual History. A survey of the relationship between selected ideas and their cultural settings in American history. The course is designed to examine ways in which Americans have used intellect—in the broadest sense—to cope with the threats, challenges and promises of a rapidly changing culture. Some familiarity with American political and economic history is recommended. A two-semester survey: 231 from colonial times to the Civil War; 232 from Reconstruction to the present. Preference in enrollment first to sophomores and juniors. Students wishing to take 232 separately must have the permission of the instructor. D. Locke.

History 242S Women in Nineteenth-Century Europe. A study of the images and reality of women's roles and social position in the nineteenth century. The course will include major writers such as Mary Wollstonecraft, J. S. Mill and Friedrich Engels. Topics such as the call for women's rights during the French Revolution, the impact of industrialism on the family, educational reform and the suffrage movement will be studied. E. Barazzone.

History 245F Intellectual History of Europe I. A survey of impor-

tant stages in the intellectual history of Europe through the Renaissance, with emphasis on changing theories of human nature and political authority. Extensive work with primary sources (philosophy, theology and literature) in translation. Prerequisite: One semester of history, religion or philosophy. J. Townsend.

History 246S Intellectual History of Europe II. An examination of some of the major trends in the intellectual history of Europe. Through analysis of selected primary documents and major works of historical interpretation, the course will survey the Enlightenment, Romanticism, Marxism and Socialism. D. Miller.

History 265F The Rise of Germany. A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1918. D. Miller.

History 271F The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. D. Miller.

History 284F History of the European Lefts, 1815–1914. An historical study of the development of Marxism, Socialism and Anarchism and Syndicalism in nineteenth-century Europe. Major focus will be on the evolution of Marxism in its social and intellectual context. Subjects and figures to be dealt with in addition to Marx include Utopian Socialism, trade unionism and Social Democracy, Juares, Bernstein and Bakunun. Lectures and discussions. E. Barazzone.

History 299 Independent Study. Faculty.

History 301F Social and Economic Change in Britain, 1688–1850. Those in the seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demographic change, the development of entrepreneurial skill, the agricultural revolution and the social consequences of the first industrial revolution. P. Marcy.

History 324S. Up Against the Wall: The Witch Hunt in America. Case studies of incidents in American history during which real or perceived threats evoked organized responses that almost or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials, the Bavarian Illuminati, anti-Masonry and anti-Catholicism, the Haymarket affair and anarchism, immigration restrictions, the Red scare and the McCarthy phenomenon. Written work will include both short pieces and a

longer investigation. Open to juniors and seniors with a background in American history, and to others with permission of the instructor. D. Locke.

History 331F Problems in Nineteenth-Century America: The Civil War. The course will focus on the Civil War as a national conflict devoid of the prior ideological justifications common to such wars. It will examine crystalization of regional loyalties and politics, and the nature of unionism before 1860, as well as post-war changes in institutions and society, as a means of identifying the emergence of a peculiarly American sense of nationality toward the latter part of the century. D. Locke. (Offered in alternate years; next given 1976–77.)

History 335F The American as Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles and assumptions of their times. The course will blend biography and social history in order to consider several related problems: The making of reform sensibility, the difference between meliorative or fundamental change, the importance of role and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with consent of the instructor. D. Locke. (Offered in alternate years; next given 1976–77.)

History 336S The Victorians. Those in the seminar will study some of the major ideas and concepts which helped to shape the Victorian mind as well as investigate the social setting in which these ideas developed. Previous work in English history or literature is recommended though not absolutely essential. P. Marcy.

History 346F Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian Church each year. Discussion of extensive common reading and reports on student's research and reflection. Topic for 1975–76: The Theology of C. S. Lewis and the Inklings; tentative topic for 1976–77: Dietrich Bonhoeffer and the church under Hitler. Preparation in Biblical studies or historical theology is required. D. Miller.

History 380S Ideas of History. The course, a study in the philosophy of history, will explore the problems of historical understanding, explanation, objectivity, causation and determinism through examination of some of the major nineteenth- and twentieth-century philosophers of history. P. Marcy.

History 399 Independent Study. Faculty.

History 499 Independent Study. Faculty.

History 500 Senior Project. Faculty.

Humanities

A concentration in humanities is a student-initiated concentration for which the student and her adviser plan a coherent program integrating two or more disciplines from within the Humanities Division. In order to assure sufficient depth in so broad an undertaking, students and advisers are strongly encouraged to plan a concentration of no less than eleven courses, of which seven should be numbered 200 or above, and a Senior Project. The student must have an adviser who is a member of the Division. If she is uncertain as to which faculty member would be most appropriate given her interests, she should see the Chairman of the Division.

The following are some *sample* humanities concentrations, listed with appropriate adviser or advisers, where applicable.

Medieval Studies	Prof. J. Townsend
Renaissance Studies	Prof. R. Lieberman
Women's Studies	Prof. C. Rupprecht
Area Studies	
German, French	Prof. H. Stabenau
Russian	Prof. P. Rabinowitz

Humanities 101F Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in philosophy: The nature of the self, death and existential ideas of choice and freedom. For freshmen and sophomores except by permission. P. Morris.

Humanities 116F Utopian Theory and Practice. Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and "alternative futures." R. Roelofs.

Humanities 199 Independent Study. Faculty.

Humanities 299 Independent Study. Faculty.

Humanities 302S Painting and Poetry of the Nineteenth Century. An analysis of the relationship between literature, painting and the decorative arts during the nineteenth century, primarily in England. Among the subjects and figures to be considered will be Wordsworth, Constable, Keats, Turner, the Pre-Raphaelite Brotherhood, William Morris and the crafts movement, Swinburne, Ruskin, Pater, Huysmans, Wilde, Beardsley and art nouveau. Prerequisites: Two semesters in one of the disciplines, one in the other. This course will count toward a concentration in either literature or art history. G. Bahlke, R. Lieberman. (Offered in alternate years; next given 1976–77.)

Humanities 320S Jung and Literature: Three Approaches. Extensive reading in the work of Carl Jung will precede study of selected literary texts from various periods, Jungian ideas on archetypes, on alchemy and on dreams will be explored as three separate systems appropriate for the study of literature. Work will proceed by the comparative method and such texts as Marlow's *Dr. Faustus* and Goethe's *Faust* will be read. Prerequisite: Two semesters of literature, one semester of a related field — i.e. anthropology, psychology or philosophy. This course will count toward a literature concentration. C. Rupprecht.

Humanities 331F/332S Neoclassicism, Enlightenment and Sensibility. A study of European literature of the seventeenth and eighteenth centuries in the context of intellectual history. Although certain philosophical, religious and political ideas will be examined by themselves, emphasis will be on the peculiar form and function of literature as an expression of or response to the intellectual issues of the time. Fall semester: The seventeenth and early eighteenth centuries. Readings will be organized around such topics as the conflict of faith and secular rationalism, the "geometric spirit" in philosophy and literary form, the idea of order in nature, the battles between reason and enthusiasm, the individual and the social order, and the idea of natural law and universal values. Authors to be read will include Corneille, Racine, Hobbes, Locke, Dryden, Congreve, Descartes, Boileau, Bunyan, Swift, Pope and Montesquieu. Formerly Literature 331. Spring semester: The later eighteenth century. Readings will be organized around such topics as the development of a new sense of personality, the conflict between individual and society, the relationship of reason and feeling in thought and conduct, the fantasy of primitivism, faith in the progess of enlightenment, and the development of a new sense of the historicity of man. Authors to be read will include Richardson, Fielding, Sterne, Lessing, Schiller, Goethe, D'Alembert, Diderot and Rousseau. Formerly Literature 332. Can be counted toward a literature concentration. H. Stabenau.

Humanities 399 Independent Study. Faculty.

Humanities 499 Independent Study. Faculty.

Humanities 500 Senior Project. Faculty.

Languages

Foreign Languages. A concentration in a foreign language requires at least seven courses above the elementary level and a Senior Project. A concentration in two or more foreign languages will be regarded as a student-initiated concentration, the requirements for which will be established by the student and her adviser.

English 201F/201S Expository Prose. Group and individual instruc-

tion directed towards the improvement of those writing skills most essential to college work. Wherever possible, assignments will be designed to meet the student's particular needs and interests. Some attention will be given to the handling of source materials. Please contact Humanities Division Chairman before registering. Fall semester: (01) D. Sorenson, (02) N. Rabinowitz, (03) P. Rabinowitz. Spring semester: (01) D. Sorenson, (02) W. Hoffa, (03) H. Stabenau.

Language 101-2, 201-2 Critical Languages. A two year sequence in several languages with emphasis on oral proficiency. Students work with taped materials, meet regularly with native speakers in oral practice sessions, and are examined by a specialist at the end of each term. Languages offered for 1975–76 are: Chinese, Modern Greek, Italian, Portuguese and Swedish. In 1976–77 the following languages will be continued: Chinese 201-202; Modern Greek 201-202; Italian 201-202; Japanese 201-202; Portuguese 201-202; and Swedish 201-202. Beginning courses will be added, dependent in large part on student interest. G. F. C. Miller.

Hebrew 111F-112S Introductory Hebrew. First semester: Fundamentals of grammar, acquisition of vocabulary, brief compositions, readings of simple texts and conversation. All students will be expected to pursue additional hours of laboratory drill and exercise without additional credit. Second semester: Continued work in grammar, vocabulary, composition, conversation and the reading of texts. Students wishing to enroll in 112 must have taken 111 or the equivalent or have the permission of the instructor. D. Lasker. (Offered in alternate years; next given 1976–77.)

Hebrew 213F-214S Intermediate Hebrew. First semester: Review and continuation of basic Hebrew grammar and construction, increased vocabulary and reading skills. Emphasis will be on simple literature. Prerequisite: Hebrew 111-112 or equivalent. Second semester: Emphasis will be on written and oral self-expression. Prerequisite: Hebrew 213 or equivalent. D. Lasker.

Literature

A student may concentrate in literature by taking courses in one or more of the following: English, American or foreign literature, either in the original language or in translation. The requirement consists of at least eight semester courses, six of which must be numbered 200 or above (of these, two must be at the 300 level), the Senior Seminar in Literature (numbered 495), and a Senior Project. The Senior Seminar in Literature is usually taken during the fall semester of the student's senior year. If the student will not be in residence during this time, she may (1) ask the instructor's permission to take the course in absentia or (2) take a comparable course at another institution subject to

approval by the literature staff. Literature 297 is a required course for all literature concentrators starting with the class of 1978.

A student concentrating in foreign literature may follow the procedure for the senior year as described above, or she may follow whatever procedure is agreed upon between her and her adviser.

Prerequisite for Hamilton English courses: Kirkland students wishing to take English 15 or any other higher numbered course at Hamilton must satisfy one of the following prerequisites:

1. Completion of Kirkland Literature 140 or Hamilton English 14.
2. Completion of any two courses at Kirkland or 1 course and AP credit.

Literature 101F, S Introduction to Poetry. An examination of the many formalizing devices used by poets to make their poems say what they want them to mean. This will entail a brief study of the English language itself, of metaphor and taxonomic violations of syntax, of meter and strophic and stichic forms, and finally of selected historical conventions and traditions. Its emphasis throughout, however, will be on the thorough and careful reading of particular poems. Fall semester taught by D. Sorenson. Spring semester taught by W. Hoffa.

Literature 103F Introduction to English and American Drama. The course will explore the wide variety of dramatic forms within the English and American tradition through a study of representative plays, including selections from medieval and Tudor drama, Elizabethan drama, Restoration comedy, early modern drama, twentieth-century American drama and theater of the absurd. Each of the works will be examined in relation to the dramatic and metaphysical norms of its own age and to the physical stage for which it was written, in an effort to explore the ways in which drama reflects and responds to the world of its makers. E. O'Brien.

Literature 104S The Brontes. Readings and discussion of a selection of works of Anne, Emily and Charlotte Bronte, including juvenilia, novels and some poetry. The works will be considered in various contexts: As a reflection of the era in which they were written, as inner biographies of the authors, as an expression of characteristic concerns and conflicts of creative women and as formal structures. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 105F Twentieth-Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the writers to be discussed will be Joyce, Lawrence, Forster, Faulkner, Evelyn Waugh, Iris Murdoch, Elizabeth Bowen, Flannery O'Connor and Muriel Spark. G.Bahlke.

Literature 107S Psychology and Literature. Approaches character analysis through the use of Freud, Rogers and Skinner's theories of personality. Texts include Charlotte Perkins Gilman's *The Yellow Wallpaper,* Anderson's *Winesburg, Ohio,* Joyce Carol Oates' *The Wheel of Love,* Faulkner's *Light in August,* Wright's *Native Son* and Plath's *The Bell Jar.* D. Sorenson.

Literature 113F Classical Myths—Contemporary Meanings. The course will emphasize Greek and Roman mythology with specific attention to those myths which have reappeared most noticeably in Western European literature. Some reference to Eastern mythologies will be made to stress the mythic perception of experience underlying all early cultural systems. Readings will include *Gilgamesh,* the Bible, Hesoid, Homeric Hymns, Ovid and others. Freshmen only or freshmen preferred. C. Rupprecht.

Literature 117F American Literature in the 1920's. A survey of selected works written by American authors during the historical period bounded roughly by the end of World War I and the beginning of the Depression, about 1918 to 1929. The course will examine representative achievements in fiction, drama and poetry, though the primary emphasis will be on short story and the novel. Consideration will be given to the popular culture of the era as well as to the social and intellectual forces which form the background for these works. Authors read will include Faulkner, Anderson, Hemingway, Fitzgerald, Lewis, O'Neill, Wharton and Dos Passos. W. Hoffa.

Literature 122S The House of Atreus. This course will study dramatic treatments of the myth of the house of Atreus, both classic and modern. Attention will be paid to the various ways in which the traditional story of Electra and Orestes is manipulated to produce a variety of aesthetic and emotional effects, and to support a variety of philosophical viewpoints. Included in the readings will be plays by Aeschylus, Sophocles, Euripides, Hofmannsthal, Sartre, Giraudoux and O'Neill. N. Rabinowitz.

Literature 140F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift and Pope. Essays required. Prerequisite for Kirkland students: Two semesters of literature or one A.P. credit plus one semester of literature, or one semester of literature and instructor's recommendation. (Equivalent to Hamilton English 14.) Fall semester taught by W. Hoffa. Spring semester taught by G. Bahlke.

Literature 141F Faulkner. A close study of the major novels emphasizing the thematic coherence of the series as a whole and the function of stylistic and formal innovations. *Sartoris, The Sound and*

the Fury, As I Lay Dying, Light in August, Absalom, Absalom!, Go Down Moses!, Intruder in the Dust, The Hamlet, The Town and *The Mansion*. H. Stabenau.

Literature 151F American Fiction Since W. W. II. Four contemporary American novels: *Catch-22* (Heller); *V* (Pynchon); *The Sot-Weed Factor* (Barth); and *Slaughterhouse Five* (Vonnegut). This course is designed to develop skill in textual examination and to foster self-reliance in reaching personal, critical positions regarding literary materials. Such positions will be articulated through class discussion and through papers (two short or one of longer length on each book). Evaluation based on level of competency achieved. S. Babbitt.

Literature 199 Independent Study. Faculty.

Literature 201S American Short Story. A study of selected twentieth-century American short stories representing both classics and contemporary experiments. Among the writers to be discussed will be Sherwood Anderson, Katherine Anne Porter, Ernest Hemingway, John O'Hara, Flannery O'Connor, Bernard Malamud, John Updike, John Barth and Donald Barthelme. H. Stabenau.

Literature 207F Dante, Petrarch and Boccaccio. Readings will include *The Divine Comedy, The New Life,* selected tales from the *Decameron,* Petrarch's sonnets and a selection of poetry by his followers in the fifteenth and sixteenth centuries. S. Lipmann. (Offered in alternate years; next given 1976–77.)

Literature 208S Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello,O'Neill and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. N. Rabinowitz. (Offered in alternate years; next given 1976–77.)

Literature 211F Introduction European Literature. This course is designed to acquaint the student with the broad outline of the development of European literature by means of a selection of characteristic nonfiction lyric, epic and dramatic works from the Middle Ages through the eighteenth century. Readings will be drawn from such writers as Dante, Chretien de Troyes, Petrarch, Erasmus, Marlowe, Donne, Racine and Goethe. H. Stabenau.

Literature 213F-214S Forms of Modern Drama. An exploration of the possibilities and limitations of drama as a twentieth-century genre. Fall: Analysis and discussion of selected works by Ibsen, Strindberg, Chekhov, and Pirandello. Evaluation of such movements as realism, naturalism and expressionism as expanding or contracting the range of drama and its effectiveness. Spring: Major works by

Brecht, Sartre, Beckett, Ionesco and other "Absurdists." Evaluation of the capacity of these works to deal in depth with the intellectual, spiritual and political crises of recent decades. 214 may be taken separately by permission of the instructor. Open to 40. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 217S The Renaissance Image of Man. This course will examine changing views of man as reflected in major works of Renaissance literature, Continental and British. After acquiring some background in the Renaissance conception of the world and man's place in it, we will consider several works that embody the idealism of the earlier Renaissance, including Castiglione's handbook, *The Courtier;* Book I of Spenser's *The Faerie Queen;* and selections from pastoral literature and love poetry. In the second half of the course, we will read works in which this idealism is seriously questioned, among them Machiavelli's *The Prince;* Shakespeare's *King Lear* and Cervantes' *Don Quixote*—works in which the protagonists go mad; and the *Essays* of Montaigne, who asked "What do I know?" Finally, we will read two plays that portray man as an actor in the theater of the world, Shakespeare's *The Tempest* and Calderon de la Barca's *Life is a Dream.* S. Lipmann. (Offered in alternate years; next given 1976–77.)

Literature 219S The Renaissance Image of Woman. From the Laura of Petrarch's *Rime* in the very beginnings of the Renaissance to the Eve of Milton's *Paradise Lost* at its end, the image of woman in literature undergoes a significant transformation. Moving from medieval polarities of seductive sinfulness and idealized saintliness, representations of woman increased in complexity. Women could appear as secular idealizations, androgynous martial maids, heroines, whores and ladies of wit and courtliness. Works will include the lyrics of Petrarch, Sceve and Wyatt; selections from the epics of Ariosto, Spenser and Milton; the prose of Castiglione, Rabelais and Sidney; and the drama of Shakespeare and his predecessors. C. Rupprecht.

Literature 221F Literature of the Nineteenth-Century American Woman. The literary work as a response to and an expression of the situation of women in nineteenth-century America will be explored through a reading of Emily Dickinson, Sarah Orne Jewett, Kate Chopin, Edith Wharton and others. The study of common themes and problems will be balanced by a consideration of regional, economic and cultural variables as they relate to individual perceptions and literary modes. E. O'Brien.

Literature 227F The Harlem Renaissance. The cultural movement experienced by Afro-Americans in Harlem during the 1920's was

labeled the "Harlem Renaissance." Others then, and now, disputed the label and denied the occurrence. The musical, artistic, social and economic aspects of this rich and controversial topic will be explored, but chief emphasis will be on the prose and poetry of the period. Authors studied will include Countee Cullen, Claude McKay, Langston Hughes, James Weldon Johnson, Wallace Thurman, Zora Neale Hurston, Jean Toomer, Rudolph Fisher, Jessie Fausset, Nella Larsen, Arna Bontemps and Carl Van Vechten. C. Rupprecht.

Literature 228F The Magic Mountain: Death, Intellect and Morality. A close reading and analysis of the novel by Thomas Mann will be followed by a study of some of the works and concepts that provided its raw materials and helped to shape its forms. Background works will include Wolfram von Eschenbach's *Parzival,* selections on alchemy, Novalis' *Hymns to the Night,* Goethe's *Faust,* Wagner's *Tristan and Isolde,* Nietzsche's *Birth of Tragedy* and excerpts from *Thus Spake Zarathustra,* Freud's "The Interpretation of Dreams" and Dostoevski's *Crime and Punishment.* U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 229F Image and Symbol. Focus on the modern sensibility and the literary use of images leading to the symbolic rendering of mood, idea and experience. Readings to include selected poetry and writings by Flaubert, Dostoevski, Mann, Kafka and Bellow, among others. D. Sorenson.

Literature 230S Southern Literature. Representative works will be approached as literature, but also as illustrative of psychological, social, political, religious and economic factors contributing to violent behavior. Authors to be read include Roberts, Faulkner, Warren, Caldwell and O'Connor. Supplementary use of videotapes on the subject of violence. D. Sorenson.

Literature 235F/236S American Comedy. A survey of writings from the seventeenth century to the present which emphasize the incongruity between American ideals and the historical facts of the American experience, for the purpose of producing laughter and reconciliation. While the primary emphasis will be upon "literary" materials, consideration will be given to the American comic vision as it has also been expressed in the cartoon, cinema, radio and television. Fall: A study of the various schools of American humor of the eighteenth and nineteenth centuries which led to the artistic achievement of Samuel Clemens, America's greatest 'humorist.' Authors read will include Franklin, Irving, Brackenridge, Bierce, Clemens and Ade. Spring: A study of urban-ethnic humor, the *New Yorker* writers, 'Black' humor and contemporary fiction, as well as of radio, cinema and TV comedy. Authors read will include Lardner, Faulkner, Thurber, Barth, Pynchon and Heller. Students will be asked to keep a

journal and submit several formal essays. Those who have taken 235 will be given preference in admission to 236. W. Hoffa.

Literature 244F English Poetry of the Renaissance and the Twentieth Century. This course will begin with a review of the problems involved in the analysis of poetry. Such aspects of poetry as imagery, metaphor, diction, tone of voice, meter, form and structure, will be isolated while their function in individual poems will be explored. The models for this part of the course will be drawn largely from sixteenth- and seventeenth-century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot and Dylan Thomas. Prerequisite: One semester course in poetry, or consent of the instructor. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 250S The Singer of Tales. A course in the art of storytelling which will draw on both oral and written traditions and will require both oral and written works. Faculty. (Offered in alternate years; next given 1976–77.)

Literature 251F The Hero as Failure. Nineteenth-century Russian literature presents a recurring image of a weak male hero unable (intellectually, emotionally and sexually) to come to terms with a stronger and more adaptable woman. This course will examine this theme in detail, viewing it both as a reflection of Russian attitudes toward love, and as a metaphorical expression of the political frustration faced by enlightened intellectuals in a repressive society. Included will be novels, short stories, plays and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevski, Chekhov and others. P. Rabinowitz.

Literature 297S The Study of Literature: Critical Tools. The purpose of this course is to help the student develop her interest in literature by surveying the various kinds of questions that can be asked about it. The course will begin with the ways in which the reader's immediate responses can be developed into a coherent interpretation. We will then consider such broader problems as the following: How can a work be related to the life of its author, to other literary works, and to other disciplines, including philosophy, history and psychology? These different approaches to literature will be applied to several novels, poems and plays. Students will develop individual projects in conference with other members of the course and report on their experiences in carrying them out. The student should thus learn to react to literature in a more sophisticated way

and to develop a critical outlook which is both personal and systematic. This course is required for all literature concentrators, starting with the class of 1978. P. Rabinowitz.

Literature 299 Independent Study. Faculty.

Literature 301F Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man, Ulysses* and selected passages from *Finnegans Wake*. The greater part of the course will be given to *Ulysses*. Enrollment limited to 15. G. Bahlke.

Literature 302S Seminar: Virginia Woolf. The purpose of the seminar will be to explore the way in which Virginia Woolf attempted new technical approaches to the problem of representing reality adequately in the form of the novel and to define simultaneously the major concerns in her writing. The concentration on the work of a single novelist in the seminar should make it possible to pursue the various directions her writing took from *Jacob's Room* to her last novel, *Between the Acts*. Enrollment limited to 15. G. Bahlke.

Literature 303F Modern Poetry. A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 304S Modern Poetry. A careful consideration of ideas and techniques in selected poems by modern British and American poets from G. M. Hopkins to Ted Hughes. Among the figures to be read will be Lawrence, Thomas, Gunn, Frost, Stevens, cummings, Roethke, Lowell and Wilbur. (This course does not duplicate the material of the fall term course in modern poetry, and may be taken either as a continuation of the earlier course or separately from it.) G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 305F Seminar: The Novels of E. M. Forster and D. H. Lawrence. The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels (*Where Angels Fear to Tread, A Room with a View*) will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel*. Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow*. Forster's *Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth-century litera-

ture. Limited to 15. G. Bahlke. (Offered in alternate years; next given 1976-77.)

Literature 307F Herman Melville. A study of the major novels and short fiction from *Typee* to *Billy Budd*, the course is designed for students interested in exploring the full range of Melville's fiction. The works will be treated chronologically in conjunction with basic biographical materials in an effort to bring into focus Melville's ever-changing form of "truth-telling" and its relation to his evolving vision of life. That vision will also be considered in relation to its nineteenth-century American context. Readings will include: *Typee, Omoo, Redburn, White-Jacket, Moby-Dick,* "Benito Cereno," "Bartleby," "The Piazza," *The Confidence-Man* and *Billy Budd.* E. O'Brien.

Literature 312S Realism. Through a reading of selected major novels from European, British and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of the depiction of reality. The figures to be read will include Mann, Gide, Woolf, Joyce, Kafka, Camus, Faulkner and Bellow. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 318S Egoism: The Novelist as Moralist. Many novelists have seen that although individualism may be a virtue, excessive individualism tends to become egoism. The course will focus on the depiction of this moral failing as it shapes the relationships of men and women in major British novels from Richardson's *Clarissa* to V. Woolf's *To The Lighthouse.* Special attention will be paid to the techniques employed by various authors in the depiction and analysis of this theme. N. Rabinowitz.

Literature 321F/322S Shakespeare. A reading of Shakespeare's plays and poetry, in conjunction with a variety of British and Continental works that will provide thematic, generic and historical contexts. Fall: Histories and Tragedies. Spring: Comedies and Romances. Freshmen admitted by permission of instructor only. C. Rupprecht.

Literature 327F-328S Romanticism. An attempt to come to an understanding of Romanticism as an esthetic, religious, philosophical and psychological phenomenon. Continental, British and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe and Hawthorne. Students are strongly encouraged to take both semesters; admission to Literature 328 by permission of instructor only. Faculty. (Offered in alternate years; next given 1976–77.)

Literature 331F/332S Neoclassicism, Enlightment and Sensibility. (See Humanities 331F/332S.) H. Stabenau.

Literature 335S The Poetry of D. H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of salient characteristics of each one's work, and thus the underlying similarities and differences between the two. Prerequisite: One semester course in poetry, or consent of the instructor. G. Bahlke.

Literature 399 Independent Study. Faculty.

Literature 495F Senior Seminar: Problems in the Novel. Through reading and discussion of selected nineteenth- and twentieth-century British, European and American novels, as well as criticism of fiction, the seminar will be directed toward the elucidation of such specific aspects of the novel as the conduct of the narrative, characterization, setting, symbolism, style and structure. At the same time, it will consider the shift in sensibility reflected in the movement from a realistic and social conception of the novel to a more lyrical and individual one. The following works will be read: *Wuthering Heights, Madame Bovary, Fathers and Sons, Middlemarch, The Portrait of a Lady, The Immoralist,* "Tonio Kroger" and "Death in Venice," *Women in Love, Mrs. Dalloway* and *The Sound and the Fury.* G. Bahlke.

Literature 499 Independent Study. Faculty.

Literature 500 Senior Project. Faculty.

Philosophy

The purposes of the concentration in philosophy are: to gain skill in the use of logical argument and in the use of philosophical methods of clarification, criticism and organization of discourse; to become acquainted with the most important systems of thought in the history of philosophy; and to gain a balanced understanding of the central problems of metaphysics, ethics and epistemology.

A concentration in philosophy consists of eight courses in addition to the Senior Project. Students concentrating in philosophy must include one semester of logic (Kirkland Philosophy 141 or Hamilton Philosophy 24) and a year course in the History of Western Philosophy (Hamilton Philosophy 21F-23S). Since the latter is a prerequisite for many upper-level courses, it should be taken in the sophomore year. It is strongly recommended that concentrators include in their programs a semester each of contemporary analytic philosophy, phenomenology and existentialism, ethics and theory of knowledge. The Senior Project, a one-semester independent study,

should reflect a specific focus of interest within the field of concentration. Note: Not more than one of the Kirkland courses numbered Philosophy 140 and below may be counted toward concentration in philosophy.

Philosophy 102S Introduction to Philosophy. An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of perceptual claims, the existence of other minds, freedom of the will, and the possibility of moral knowledge. The approach will be analytical rather than historical or existential; considerable stress will be placed on the logical and linguistic techniques characteristic of recent British and American philosophy. Students may not receive credit for both Hamilton Philosophy 11 and Philosophy 102. R. Roelofs.

Philosophy 111F Knowledge and Self-Knowledge. An introductory exploration of the distinctive claims of knowing based upon the appeals to reason, experience, will and intuition. Discussion of the ways in which self-knowledge and self-identity are defended in theory and struggled for in practice. Readings include Plato's early *Dialogues,* Hume's *Dialogues Concerning Natural Religion,* Bergson's *Two Sources of Morality and Religion,* Schopenhauer's *World as Will and Idea,* James' *Will to Believe* and Camus' *Myth of Sisyphus.* Evaluation based on class participation, written assignments and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. S. Frazer.

Philosophy 114S Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger and others. For freshmen and sophomores, except by permission. P. Morris.

Philosophy 141S Logical Reasoning. An introduction to the methods of argumentation and reasoning. We shall begin with a consideration of the commonly used patterns of informal argument, including a study of the common fallacies involved in such arguments, and then move toward the development of a more formal treatment of inference. Special attention will be given to developing our abilities to evaluate critically informal arguments. R. Werner.

Philosophy 199 Independent Study. Faculty.

Philosophy 208F Theism and Atheism. Philosophical discussion of the classical proofs of the existence of God, together with several counterproofs. Attention will also be given to recent doubts concerning the usefulness of theological discourse. May not be taken for credit by students who have already taken Hamilton Philosophy 41 or Religion 41. R. Roelofs.

Philosophy 219F Introduction to Ethics. An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle, Mill, Kant and selected contemporary moral philosophers. R. Roelofs.

Philosophy 220S Contemporary Moral Issues. A philosophical investigation of some current controversies concerning social ethics. Topics to be covered include the problems of world starvation, environmental crisis, the legitimacy of war and use of violence, the abortion controversy, changing sex roles in contemporary society, the institution of marriage and, finally, the prospect for human survival in the modern world. R. Werner.

Philosophy 222S Aesthetics. Clarification of some of the principal contemporary philosophical issues concerning the nature and function of the work of art. In the spring of 1976 special consideration will be given to the art of film and possibly to one other art form. Attention will be given to the nature of cinematic space and time; the nature of film symbolism; and realism, unrealism and surrealism in film. In addition to the regular meetings for discussion of philosophical readings, students will be asked to participate in meetings with artists and teachers who represent various forms of art, and to attend films and other types of artistic events. P. Morris.

Philosophy 244S Marxism. An investigation of writings from the young Karl Marx to the later works of Marx and Engels. The emphasis will be on Marxism as a humanism (rather than an economic or scientific theory), with an eye toward understanding historical Marxism in light of modern Marxist scholarship. We shall also read and discuss some of the contemporary and historical evaluations of Marxism from the socialist, democratic and anarchist points of view. R. Werner.

Philosophy 249F Kierkegaard and Nietzsche. These nineteenth-century thinkers are considered to be among the most important forerunners of the existentialist movement. Selected basic works will be examined comparatively and critically. P. Morris.

Philosophy 251F American Philosophy. A consideration of the major American pragmatists—C. S. Pierce, William James and John Dewey. The emphasis will be on pragmatism as a developing unified movement rather than on these individual philosophers as isolated phenomena. We will be dealing with such topics as methodology, metaphysics, theory of value, ethics and philosophy of religion, all within the pragmatic framework. Other major figures from this period in American philosophy will also be read and discussed in light of their contributions to and influences on the development of prag-

matism. Prerequisite: One course in philosophy or permission of the instructor. R. Werner.

Philosophy 256S Topics in Philosophy of Psychology. In the Spring term of 1976, the topic will be Psychological Perspectives on Human Nature and Human Values. Readings from Aristotle, Freud, Skinner, Rogers and Piaget. Evaluation based on class participation, written assignments and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. S. Frazer.

Philosophy 268S Contemporary Ethical Theory. An investigation of twentieth-century moral philosophy concerned chiefly with such 'meta-ethical' issues as the meaning of ethical terms and the justification of ethical judgments. Readings from G. E. Moore, Charles Stevenson, R. M. Hare and others. Some attention will also be given to the logic of preference and decision, for example, that of von Wright. Prerequisite: Two semester courses in philosophy, or one course in ethics and permission of instructor. May not be taken for credit by students who have already received credit for Hamilton Philosophy 45. R. Roelofs.

Philosophy 299 Independent Study. Faculty.

Philosophy 329F Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected, for the most part, from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre and Merleau-Ponty. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. P. Morris.

Philosophy 331F Aristotle Seminar. Following a study of Aristotle's methodology and metaphysics as presented in the *Organon,* an investigation of his philosophy of nature, psychology and ethics to see whether Aristotle carries through in practice what he proposes in theory. An attempt will be made to understand and interpret the Aristotelian world-view in light of our investigations. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S). R. Werner.

Philosophy 334S Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one or more of his brief early works will also be discussed. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. P. Morris.

Philosophy 339F Hume Seminar. Reading and discussion of Hume's major philosophical works and selections from his history

and essays in order to explore the relationship between Hume's skepticism and his substantive knowledge claims. Seminar format would include both written and oral presentation by each student. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. C. S. Frazer. (Offered in alternate years; next given 1976–77.)

Philosophy 342S Kant. Reading and discussion of selected writings of Immanuel Kant, including the full text of the *Critique of Pure Reason,* together with recent commentaries. The course will be conducted as a seminar, each participant being expected to present up to three substantial papers. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S). Enrollment limited to 10. R. Roelofs.

Philosophy 399 Independent Study. Faculty.

Philosophy 499 Independent Study. Faculty.

Philosophy 500 Senior Project. Faculty.

Jewish Studies (Religion)

The purpose of the concentration is to give the student an understanding of the Jewish religion, literature, history and thought and the Hebrew language. To facilitate this goal, each student is expected to complete eight semester courses in religion or related fields and a Senior Project. Courses should by distributed among the various areas of Jewish studies: Bible, religion, history and philosophy or thought. Students are expected to pursue one independent study using a Hebrew text of medium difficulty. Senior Projects should be devoted to detailed work demonstrating competence in at least one area of Jewish studies.

Religion 134S History of the Jewish People in the Middle Ages. (See History 134S.) D. Lasker.

Religion 145F Modern Jewish Movements. An examination of the many different movements, both religious and secular, into which today's Jews are divided. These movements include Orthodoxy, Conservatism, Reform, Reconstructionism, Hasidism, Zionism, Socialism and others. These groups will be examined both historically and analytically in an attempt to understand their basic positions and attitudes. This course can serve as an introduction to modern Judaism. D. Lasker.

Religion 199 Independent Study. Faculty.

Religion 201F Rabbinic Thought and Literature. D. Lasker. (Offered in alternate years; next given 1976–77.)

Religion 256S Medieval Jewish Philosophy. An examination of three major medieval Jewish philosophers: Saadiah, Judah Ha-Levi

and Maimonides. Basic problems and trends. Relation to Islamic and Christian philosophy. Prerequisite: Introductory philosophy course. D. Lasker. (Offered in alternate years; next given 1976–77.)

Religion 281F Jewish-Christian Intellectual Relations. An examination of the ways in which Jews and Christians have related to each other through the ages. The emphasis will be on intellectual aspects, i.e., theological, philosophical issues, rather than on political, economic or social factors. Polemical and apologetical literature of the different periods will be investigated. The course will attempt to form an understanding of the major differences between the two religions and what aspects have ameliorated or exacerbated these differences. Prerequisite: One course in religion or philosophy, or permission of the instructor. D. Lasker.

Religion 292S Philosophical and Mystical Traditions of Judaism. Various fundamental questions of life and religion have found answers in a number of different theological frameworks. Two such classical Jewish frameworks are philosophy and mysticism. This course will examine these two approaches, seeing how each deals with the basic problems and comes to separate conclusions. Students will be expected to read and react critically to a number of primary sources. Prerequisite: One course in religion or philosophy, or permission of instructor. D. Lasker.

Religion 299 Independent Study. Faculty.

Religion 399 Independent Study. Faculty.

Religion 499 Independent Study. Faculty.

Religion 500 Senior Project. Faculty.

SCIENCES DIVISION

Concentration Requirements. Students may concentrate in the following subject areas; the life sciences, chemistry, geology, history of science, mathematics or physics. A variety of specializations are available in the life sciences including biology, zoology and botany. A concentrator in mathematics may emphasize computer science, pure mathematics, statistics or any of several other areas in mathematics. Students may combine two or more disciplines to concentrate in an interdisciplinary program in the Sciences. It is the policy of the Sciences Division to welcome student-initiated interdisciplinary concentrations.

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.
2. The Senior Project (Science 500). The Senior Project in the Sci-

ences Division, normally initiated in the fall of the senior year, serves as a focus and culmination of the student's major program. The Sciences Division encourages Senior Projects consisting of original laboratory research or field work. The project will involve a research paper or a laboratory report in addition to an oral presentation of the material.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

History of Science

History of Science 101F Mind and Matter. Is mind merely one of the products of matter or is matter a creation of the mind? This question underlies the constant tension between mechanistic and vitalistic theories in biology. This course will examine vitalistic and mechanistic explanations in biology as they appear in seventeenth-century physiology, eighteenth-century embryology, nineteenth-century evolutionary theory and twentieth-century neurophysiology. Evaluations based on knowledge of assigned reading, a series of short essays and classroom discussion. R. Rinard.

History of Science 113F The Warfare of Science and Religion. "When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them." Alfred North Whitehead. To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. Lecture and discussion, with evaluation based on knowledge of material as shown by written work and class participation. Open to sophomores, juniors and seniors. R. Rinard.

History of Science 123F Scientific Revolution. Modern science began a revolutionary change in the understanding of the natural world in the seventeenth century. This course will investigate the rise of a mechanical world view and will explore the cultural consequences. Attention will be given to the works of Copernicus, Kepler, Bacon, Galileo and Newton. Evaluation based on written essays, class discussion and knowledge of assigned reading. R. Rinard.

History of Science 127F Ancient Science I. Emergence of science from a complex of myth, religion and magic. Topics will include: The

Pyramids and the enigma of Stonehenge; Presocratic rationalism and Pythagorean number-mysticism; Plato's *Timaeus;* the Aristolelian cosmos; Lucretius and atomistic thought. Far Eastern concepts will be considered where possible. Open to Freshmen. Class limit 30. N. F. George.

History of Science 128S Ancient Science II. Early biological thought, with emphasis on Greek biology and medicine. Works of Hippocrates, Aristotle and Galen, with some study of Eastern and Near Eastern concepts. No prerequisite, but Ancient Science I or a course in classical antiquity or philosophy is recommended as background. N. F. George. (Offered in alternate years; next given 1976–77.)

History of Science 199 Independent Study. Faculty.

History of Science 222S Occult and Pseudo-Sciences. A survey of witchcraft, physiognomy, phrenology and animal magnetism continuing into nineteenth-century spiritism and "psychic science." The final weeks of the course will be devoted to an investigation of developments in ESP and related phenomena of parapsychology. Emphasis on the interplay of occult and pseudo-scientific thought and the state of "legitimate" science. Priority to sophomores and juniors; seniors by permission of instructor. Class limit 30. N. F. George.

History of Science 299 Independent Study. Faculty.

History of Science 301F Seminar in the History of Alchemy and Early Chemistry. Detailed analysis of some major alchemical and protochemical texts. Representative topics: The *Tabula Smaragdina* and the mystical school of alchemists; Geber, the *Summa Perfectionis* and alchemy as practical chemistry; Michael Maier's *Atlanta Fugiens* and alchemical graphics; Jung's alchemical archetypes; Boyle's *Sceptical Chymist* and the decline of alchemy; Paracelsus and the iatrochemists. Limited to 15 students; priority to juniors and seniors with science or history of science background; sophomores with permission of instructor. N. F. George. (Offered in alternate years; next given 1976–77.)

History of Science 303F Science of Romanticism. Subjectivism and speculation in the early nineteenth-century. Topics will include: Goethe's color theory and relativism; Schelling, *Naturphilosophie* and the problem of pantheism in Romantic science; Neopythagorean attitudes and humanistic response to scientific method. Open to sophomores with permission of instructor; priority to juniors and seniors. Class limit 20. N. F. George.

History of Science 304S Problems in the History of Contemporary Science. A seminar in the identification and analysis of important

developments in twentieth-century science. Students may choose one of three major tracks: (1) science and society (2) change in scientific thought (3) cultural aspects of science. Each group will work out, with the instructor, a list of important topics, and individual members of the group will assume responsibility for a topic, to be presented as a paper at the end of the term. Groups will meet independently to discuss progress reports; one lecture weekly will deal with areas of common concern for all groups. Limited to 15 students; priority to juniors and seniors with science or history of science background. N. F. George.

History of Science 314S The Darwinian Revolution. An examination of the history of evolutionary concepts. Topics to be covered will include pre-Darwinian evolutionary concepts of Lamarck, methodology, the cultural impact of the *Origin of Species* and post-Darwinian debates about the mechanism of evolution. Evaluations will be based on class discussions, knowledge of assigned reading and a research paper. R. Rinard.

History of Science 399 Independent Study. Faculty.

History of Science 499 Independent Study. Faculty.

History of Science 500 Senior Project. Faculty.

Mathematics

Mathematics 160S Introduction to Computing. No prerequisite. Introduction to programming and computing. Emphasis will be on problem solving and data analysis in the social and physical sciences. Credit will not be given for both 160 and 170. With instructor's consent, 160 will satisfy the 170 prerequisite for advanced courses. R. Ellison.

Mathematics 170F Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures and assembly language. Prerequisite: Hamilton Mathematics 14 or 15. (Equivalent to Hamilton Mathematics 17S.) R. Ellison.

Mathematics 199 Independent Study. Faculty.

Mathematics 250F Computer Organization and Programming. Topics in assembly language programming, including representation of data, addressing, logic design, arithmetic units, input-output systems and systems software. Prerequisite: 170 (or Hamilton 17). R. Ellison.

Mathematics 299 Independent Study. Faculty.

Mathematics 370F Programming Languages. Topics include formal definition of programming languages including specification of

syntax and semantics; simple statements including procedure, infix, prefix and postfix notation; global properties of algorithmic languages including scope of declarations, storage allocation, grouping of statements, binding time of constituents, subroutines, coroutines and tasks; list processing, string manipulation, data description and simulation languages; and run time representation of program and data structures. Prerequisite: 250 and Hamilton 33 or consent of the instructor. R. Ellison.

Mathematics 380S Algorithms and Data Structures. Introduction to data structures such as queues, trees and lists. Additional topics on analysis of algorithms and programming. Techniques include computational complexity, recursion and dynamic programming. Prerequisite: 250 *and* Hamilton 33 *or* 250 *and* consent of the instructor. R. Ellison.

Mathematics 440S Seminar. Selected topics such as information theory, formal languages and operating systems. May include a major class project such as design and implementation of a compiler. Prerequisite: 370, 380 or consent of the instructor. R. Ellison.

Mathematics 499 Independent Study. Faculty.

Mathematics 500 Senior Project. Faculty.

JOINT PROGRAM IN THE LIFE SCIENCES

A. D. Chiquoine, Director of the Joint Program (Hamilton), J. A. Bland (Hamilton), J. F. Ellis (Hamilton), N. J. Gerold (Hamilton), L. R. McManus (Hamilton), S. A. Miller (Kirkland), F. Price (Kirkland) and E. Putala (Kirkland).

Concentration Requirements. A concentration in the Life Sciences Program consists of Life Science 111, 112 and six additional courses which have 111 and 112 as a prerequisite. The following winter term courses cannot be counted as part of the concentration: 115W, 220W, 330W and 440W. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration. Students wishing to prepare for graduate school should take at least Physics 11-12, Mathematics 13-14 and Chemistry through 23-24 at Hamilton.

All courses in the Life Sciences Program are open to the entire student body, concentrators or not, if the stated prerequisites are met. Any questions concerning the Joint Program in the Life Sciences should be referred to the Sciences Division Chairwoman, N. F. George.

Life Science 111F Life Science. The molecular and cellular basis of biological organization, including the processing of matter, energy,

and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three class periods and three hours of laboratory. Independent laboratory work. A. D. Chiquoine.

Life Science 112S Life Science. A study of life at and above the level of the organism. Emphasis on the variety of life; the functions and adaptations of organisms; homeostasis, ecological relationships; and evolutionary history. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite: 111. F. Price.

Life Science 114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. J. F. Ellis.

Life Science 115W Layman's Guide to Microbiology. A course to provide sufficient background for a student to understand popular presentations about microbes and their activities. Laboratory work. A course for those not planning to go on in science. J. A. Bland.

Life Science 116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea with consideration of fisheries, mariculture, and pollution. L. R. McManus.

Life Science 117F Social Biology. A study of the nature and evolution of animal societies from the viewpoint of evolutionary biology. Examination of relevant concepts from evolutionary theory, population biology and ethology and their relationship to the biology of organisms from ants to *Homo sapiens*. Topics range from gene flow, aggression, kin selection and fixed action patterns to altruism, ethics, culture and religion. Two lectures, one discussion per week. Course in high school biology required or permission of the instructor. A course for those not planning to go on in science. F. Price.

Life Science 220W Microtechnique. An introduction to the techniques of histology, histochemistry, and cytology and their application in a small research project. Prerequisite: 112. N. J. Gerold.

Life Science 221F Microbiology. An introduction to the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisite: 112. J. A. Bland.

Life Science 222S Vertebrate Organization. Study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three class periods and three hours of laboratory. Prerequisite: 112. S. A. Miller.

Life Science 223F General Plant Biology. A study of the morphology of plants; structural organization and development; mechanisms of reproduction; physiology and regulation of growth. Three class periods and three hours of laboratory. Prerequisite: 112. E. Putala.

Life Science 224S Survey of the Plant Kingdom. Study of the morphology and life histories of the algae, bryophytes, and vascular plants stressing their phylogenetic relationships. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 225S General Entomology. An introduction to the study of insects with emphasis on their diversity, biology, and importance to man. Laboratory work emphasizing the identification of insects to the level of Order and Family. Two class periods and four hours of laboratory. Prerequisite: 112. L. R. McManus. (Alternates with 228.)

Life Science 227F Genetics. Study of the hereditary material as analyzed by genetic, chemical, and mathematical techniques. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite: 112. J. F. Ellis.

Life Science 228S Invertebrate Zoology. An introduction to multicellular invertebrate organisms with emphasis on diversity, structure and function, ecology, and evolution. Laboratory work using the local fauna as fully as possible. Optional marine collecting trip. Two class periods and four hours of laboratory. Prerequisite: 112. Faculty. (Alternates with 226. Next offered 1976–77.)

Life Science 330W Electron Microscopy. The physics of the electron microscope and the techniques of preparing electron micrographs. Not open to students who have taken 332. Prerequisite: four courses in the concentration. A. D. Chiquoine.

Life Science 331F Physiology. A study of fundamental problems of animal physiology; the mechanisms involved in function, with emphasis on vertebrate homeostasis. Two class periods and four hours of laboratory. Prerequisite: 112. (Beginning in 1976–77, 222 will be a prerequisite.) N. J. Gerold.

Life Science 332S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Two afternoons of arranged laboratory. Prerequisite: four courses in the concentration. Not open to students who have taken 330. A. D. Chiquoine.

Life Science 333F Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods concerned with contemporary prob-

lems of developmental biology. Three class periods and three hours of laboratory. Prerequisite: 112. (Beginning in 1976–77, 222 will be a prerequisite.) S. A. Miller.

Life Science 334S Cells and Tissues. An analysis of the structure, function, and composition of vertebrate cells and tissues. Laboratory emphasis on cell and tissue identification. Three class periods and three hours of laboratory. Prerequisite: 112. (Beginning in 1976–77, 222 will be a prerequisite.) N. Gerold.

Life Science 335F Systematics of Flowering Plants. A study of the principles of taxonomy of flowering plants with emphasis on the flora of the northeast. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 336S Plant Anatomy. Study of the structure, development, and variation of the vegetative and reproductive organs of seed plants. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. Prerequisite: 112. L. R. McManus.

Life Science 440W Field Study in Florida. A camping tour of terrestrial and marine habitats of Florida. The study of plants and animals of these habitats. The ecological impacts of water management, land use, and technological development on the areas visited. Enrollment limited. Extra cost. L. R. McManus.

Life Science 442S Cytogeneticsm A study of the part played by cells in causing the phenomena of heredity, mutation, and evolution. Three class periods and three hours of laboratory. Prerequisite: 227. J. F. Ellis.

Life Science 444S Advanced Microbiology. A study of the life processes of microrganisms emphasizing biochemical and physiological diversity. Three class periods and three hours of laboratory. Prerequisites: 221 and Hamilton Chemistry 23-24. J. A. Bland.

Life Science 499 Independent Study. Faculty.

SOCIAL SCIENCES DIVISION

The Social Sciences Division provides special work in the major disciplines of the social sciences, as well as more general courses with an interdisciplinary content and orientation.

Concentration Requirements. Students may concentrate in any one

of the subject disciplines in the Division (anthropology, education, government, psychology, sociology) or a combination of disciplines (a Divisional major) arranged in consultation with the Divisional Chairman and the student's adviser. Under certain circumstances, a concentration may be planned which includes fields from other Divisions, in which case a second faculty adviser will be selected with the approval of the chairman of the other Division. A concentration in the Social Sciences Division ordinarily consists of eight semester courses in the field of concentration, including an independent Senior Project. The particular courses taken to satisfy concentration requirements will be chosen by the student with the approval of her adviser or advisers. In each case the complete program will be designed to meet the needs, interests and objectives of the individual student.

Unless otherwise indicated, evaluation of student performance in all social science courses will be based primarily on the quality of participation in class discussion and of written work or other projects of a theoretical or research nature. Instructors reserve the right, however, to schedule in-class examinations or quizzes whenever these appear desirable.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Anthropology

A concentration in anthropology consists of eight courses in anthropology, including 111, 113 (or Hamilton 13), Hamilton 35, 490 (Hamilton 49) and the Senior Project. Additionally, concentrators must take either: (1) two years of a foreign language, or demonstrate equivalent command of such a language, or (2) two courses related to the methodology of social sciences.

Anthropology 111F, S Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology—evolutionary theory, human evolution, human biology and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment. R. Kautz.

Anthropology 113F, S Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to politi-

cal, religious and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. (Equivalent to Hamilton 13.) D. Raybeck.

Anthropology 199 Independent Study. Faculty.

Anthropology 221F Traditional Chinese Culture and Society. A survey of the social, economic, political and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. Prerequisite: An introductory course in Anthropology or consent of the instructor. D. Raybeck. (Offered in alternate years; next given 1976–77.)

Anthropology 224S Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia and the Philippines. Prerequisite: Anthropology 113 (or Hamilton 13) or consent of the instructor. Evaluation will be based on class participation, a class presentation and two take-home exams. Open enrollment. D. Raybeck.

Anthropology 299 Independent Study. Faculty.

Anthropology 322F Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. The course will cover population estimation, the analysis of osteological, malacological and botanical evidence as well as field techniques of sampling, dating, flotation and type collection preparation. Class requirements will include a fairly substantial number of readings as well as in-class presentations and lab demonstrations. Participation will be with permission of the instructor. R. Kautz.

Anthropology 332S Social Interaction. The emphasis of this course is on interpersonal perception and behavior and the relation of these to social roles and the social structure of social interaction. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: Consent of the instructor. Evaluation will be based on class participation, short papers and a research project in which the student will be expected to apply concepts and methods learned in the course. D. Raybeck. (Offered in alternate years; next given 1976–77.)

Anthropology 333F Psychological Anthropology. The emphasis of the course is on social psychological problems in a cross-cultural

context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: A social psychology course, an introductory anthropology course or permission of the instructor. D. Raybeck.

Anthropology 334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with the students reading and reporting on selected topics. Prerequisite: Anthropology 111, 113 (or Hamilton 13) and consent of the instructor. R. Kautz.

Anthropology 341F North American Indians. An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups and a basis for understanding current problems involving the Indian. Prerequiste: Anthropology 113 (or Hamilton 13) or Hamilton 35, or consent of the instructor. R. Kautz. (Offered in alternate years; next given 1976–77.)

Anthropology 342S North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevant to the discussion of northeastern prehistory. Prerequisites: Anthropology 111 and 113 (or Hamilton 13) or consent of the instructor. Anthropology 341 is recommended but not required. R. Kautz. (Offered in alternate years; next given 1976–77.)

Anthropology 366S(H36S) Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics and theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure and ideology. Archaeological, historical and ethnographic methods of analysis. Prerequisites: 113 (or Hamilton 13) and Hamilton 35. R. Kautz and G. Jones.

Anthropology 399 Independent Study. Faculty.

Anthropology 490F(H49F) Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 (or Hamilton 13) and Hamilton 35. D. Raybeck.

Anthropology 499 Independent Study. Faculty.

Anthropology 500(H50) Senior Seminar (Senior Project). Individual research projects are developed, presented and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. Faculty.

Education

The education program at Kirkland is a competency-based, state-registered sequence in elementary education. Students completing the program will be eligible for provisional New York State certification, levels N-6. Education 434 (student teaching) and Education 201-202, 301-302 and 401 are required for such certification. In addition to these course requirements, one Winter Study of full-time work in an elementary classroom is also required. For those wishing to concentrate in education, the Senior Project (Education 500) is also required. For those who do not wish to pursue certification requirements, alternative concentration designs are available on an individual basis. These are generally problem- or topic-centered designs, not necessarily limited to elementary education.

The Education Professional Semester: After the completion of Education 201-202 and 301-302, the student wishing to enter the education semester must make formal application to the education faculty and the Office of the Dean of Academic Affairs. Information on procedures and entrance requirements is available through the Office of the Dean and through the education faculty. Application must be made by March 1 of the year preceding the work in the Professional Semester. The semester consists of Education 401 and 434 and counts as four course credits. It is a full-time off-campus internship in at least two classrooms. Participation in microteaching laboratories, and in school functions such as PTA, staff meetings and open school board meetings is required.

Students and applicants wishing more information on the education program should contact the Office of Admission or the Office of the Dean of Academic Affairs for a copy of the abstract of the education program. The total program design, including detailed listings of outcome competencies in the program, is available for reading in the Office of the Dean of Academic Affairs.

Education 201F-202S Basic Methods in Elementary Education. In

the first semester, students will produce lesson plans and resource units, and learn strategies f formulating questions and implementing presentation techniques. Laboratory assignments with young children include observations and participation one morning per week. Evaluation will be based upon mini-lessons and other class participation, resource units and written laboratory reports. Second semester, the course will focus on appropriate teaching techniques in a developmental reading program with attention to the school environment and the needs of individual students. Laboratory work, one hour of tutoring daily for the first half of the semester, is required. Evaluation will be based on class participation, twelve short papers, twenty activity cards and laboratory reports. M. Kowalewski.

Education 301F-302S Methods and Content of Elementary Education. (A) Field-oriented, competency-based course in elementary education. (B) Sequential skill development in arithmetic concepts. Production of curricular and manipulative materials for learners. Daily tutoring in arithmetic in the public schools, eight weeks. (C) Development of resource unit in language arts. Peer teaching and microteaching, eight-week lab. (D) Development of social studies resources unit; mini-course in content area. Teaching lab in area schools, February–May. Prerequisite: Education 201F-202S may be elected concurrently. E. Hendricks.

Education 321S Teaching the Gifted Child. (Formerly Education 201.) Problems of curriculum design and teaching strategies for highly able children. Work will be based on a study of theories of giftedness and creativity, and on observations of children in classrooms. An introductory course in psychology or education is not a prerequisite but is recommended. E. Hendricks.

Education 401F Senior Seminar in Diagnostic and Prescriptive Teaching and Senior Seminar in Materials and Methods. Analysis and critique of teaching problems and processes encountered in the practice teaching program. Advanced techniques and materials for elementary reading and other aspects of the curriculum. Record keeping, planning, assessment and evaluatory strategies and techniques. Open only to seniors in the professional semester, by permission of instructors. *Counts as two course credits.* E. Hendricks and M. Kowalewski.

Education 434F Practice Teaching. Supervised teaching in the elementary schools, taken concurrently with Education 401. Students electing this Professional Semester option must plan to devote full time to it, and may not elect other courses during this semester. Permission of instructor required. *Counts as two course credits.* E. Hendricks and M. Kowalewski.

Education 500 Senior Project. Faculty.

Government

A concentration in government consists of eight courses in government, including no more than two at the introductory level, Government 229 (Hamilton 29) and the Senior Project. In addition, courses in other social science disciplines and in statistics are recommended.

Government 112S Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: Political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Equivalent to Hamilton Government 12.) Open enrollment. Faculty.

Government 116F, S American Political Process. An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as political culture, political behavior, the role of elites and social class. (Equivalent to Hamilton Government 16.) Open enrollment. J. Bacheller.

Government 199 Independent Study. Faculty.

Government 213F Politics in the Soviet Union. A systematic analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society and alternating patterns of social control. J. Ross.

Government 214S Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility and the emergence of a European community in the 1970's. J. Ross. (Offered in alternate years; next given 1976-77.)

Government 215F Politics in Latin America. A survey of the major political forces within Latin American societies, concentrating on the theme of development within traditional parameters. Among the topics considered will be class cleavage and political instability; the roles of the Church and the military; political culture and ideology;

the impact of external powers upon domestic politics; and the implications of varying modes of development. J. Ross.

Government 216S Revolution and Political Change. A comparative analysis of revolution as an agent of socio-political change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of both successful and unsuccessful revolutions will be presented and interrelated. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 219F American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation and characteristics of state legislatures, executives and judiciaries. Prerequisite: Government 116 (or Hamilton 16). Concentrators have priority. J. Bacheller.

Government 221F Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisite: Government 116 (or Hamilton 16). Priority for concentrators. J. Bacheller. (Offered in alternate years; next given 1976–77.)

Government 222S Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural groups and professional associations have played an important role in influencing the public policy-making process. Ideological and other non-economically based organizations have also sought influence over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy-making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisite: Government 116 (or Hamilton 16). Priority for concentrators. J. Bacheller.

Government 223F(H23F) American Parties and Politics. The political party is the primary linkage between Americans and their political system. We will examine the parties' performance of this function as well as current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite: Government 116 (or Hamilton 16) or consent of the instructor. Priority will go to concentrators. J. Bacheller. (Offered in alternate years; next given 1976–77.)

Government 229F(H29F) Introduction to the Scope and Methods

of Political Science. Introduction to the philosophical, theoretical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite: Two semester courses in government. J. Ross.

Government 299 Independent Study. Faculty.

Government 300S Political Research. In this course students will find out how to perform research into social and political behavior. Problems of sampling, survey technique, aggregate data analysis, statistical methods, hypothesis formulation and computer use will be examined. Students will participate in a group project involving the design and conduct of a public opinion survey. Prerequisite: Two semester courses in government, or consent of the instructor. Priority will go to concentrators. J. Bacheller.

Government 313F Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing, authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different types of politics. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 314S Recent Empirical Political Theory. An overview of recent and current work in empirical political theory. Among the theoretical structures explored will be theories of power, systems theory, game theory, structural functionalism, communications theory and others. An emphasis will be placed upon the utility of these formulations in political analysis. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 335F Politics in Urban Areas. This seminar is concerned with the structure and function of urban political systems in the United States. Historical and current views of political power in urban areas will be discussed. Government 36S, offered at Hamilton, continues the examination of urban power and problems. Prerequisite: Government 116 (or Hamilton 16) and one other semester course in government. J. Bacheller.

Government 399 Independent Study. Faculty.

Government 499 Independent Study. Faculty.

Government 500 Senior Project. Faculty.

Psychology

A concentration in psychology consists of one course at the introductory level (111, 112, 114 or Hamilton 17), a basic course (Hamilton 15), a course in statistics (Hamilton 21), four advanced courses—one

of which must be an advanced laboratory course—and the Senior Project.

Psychology 111F Introduction to Child Development. A survey course in the field of experimental psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought processes in children. S. DeMyer-Gapin.

Psychology 112F, S Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. D. Begelman, J. Lindmark, B. Wittmaier.

Psychology 114S Introduction to Social Psychology. A survey of the theoretical empirical literatures dealing with problems of human social behavior. Topics to be covered will include social interaction, cooperation and conflict, person-perception, conformity, attitudes, group processes, aggression and the influence of personality on social behavior. J. Lindmark.

Psychology 199 Independent Study. Faculty.

Psychology 201F Psychology of Women. While the psychoanalytic theories of Freud and Horney will be examined, the major aim of the course will be to explore the more recent data and theories in this "new area" of psychology. Among the topics to be considered will be sex differences in infancy and early childhood personality characteristics of women, sexual behavior in women (pregnancy, childbirth, lactation, fantasies), "mental illness" in women and the psychological impact of aging on the woman. Prerequisite: Sophomore standing. S. DeMyer-Gapin.

Psychology 209F Psychology of Death. Another taboo falls. More and more people now talk openly about death. We will examine death and the process of dying from a variety of perspectives including the psychological, theological, medical, artistic, literary and musical. In addition to readings and class discussions we will meet with professionals who must regularly deal with the dead, the dying and their friends and relatives. The focus of the course will be on coming to grips with death as a part of life. B. Wittmaier.

Psychology 213F, S Humanistic Psychology. Humanistic psychology is an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why

man thinks, feels and acts the way he does. This course is primarily a discussion-oriented study of some of the literature and research representing this approach. D. Muilenberg.

Psychology 215F Social Psychology of Education. The course focuses on a number of social psychological issues in educational settings. Emphasis will be on higher education. Topics considered will include relationships between faculty and students, the influence of education on a variety of attitudes and values, and the evaluation of the education experience. B. Wittmaier.

Psychology 217F Human Motivation. An examination of the variables that influence the direction, intensity and persistence of behavior. Empirical research and theoretical formulations in such areas as stress, emotions, sleep and dreams, early experience and fantasy will be studied. B. Wittmaier. (Offered in alternate years; next given 1976–77.)

Psychology 299 Independent Study. Faculty.

Psychology 302S Self-Concept and Social Interaction. An examination of social and interpersonal determinants of self-concept, with emphasis on the dual nature of the self, both as subject and object, and on the problems of self-awareness, self-presentation and self-alienation. Readings will include theoretical writings, empirical research and relevant novels. Prerequisite: Two psychology courses including one of the following: Psychology 111,112 or 114 (Anthropology 332 may be substituted for a psychology course.) D. Sherrod. (Offered in alternate years; next given 1976–77.)

Psychology 322S Cognitive Development. An exploration of some selected aspects of cognitive development with emphasis on Piagetian psychology, language development, intelligence and its measurement. Major theorists and experimental data will form the basis of the course materials. Prerequisite: Two psychology courses including at least one of the following: Psychology 111,114, Hamilton 10, 36, 39 or permission of the instructor. S. DeMyer-Gapin.

Psychology 324S Advanced Child Development. A study of the major methodological issues in developmental psychology. Topics will include ethical issues in using children as subjects,problems in infant research, ecological versus experimental orientations and research strategies in the study of developmental change. Students will be required to initiate and carry out an experiment in the area, preferably using infants or children as subjects. Three hours of seminar plus three hours of independent laboratory work to be arranged. Prerequisite: Psychology 111, 112, 114 or Hamilton 10, and Hamilton Psychology 21. S. DeMyer-Gapin.

Psychology 326S Understanding the Causes of Behavior. This seminar focuses on a number of theoretical and empirical articles in the field of attribution theory. The process by which people infer the causes of their own and others behavior are considered in detail. Attribution of moral and legal responsibility and the determinants and educational implications of ability and motivation ascriptions are among the topics that will be considered. Prerequisites: Two psychology courses, including Psychology 112 or 114, or permission of the instructor. J. Lindmark.

Psychology 334S Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification and explanation of the behavior disorders. Emphasis will be on a critical rather than a descriptive approach to psychopathology. Prerequisite: Two Psychology courses, including one of the following: Psychology 111, 112 or 114. D. Begelman.

Psychology 335F Advanced Personality. A consideration of some major findings from studies of personality. Attention will be given to specific research areas rather than broadly based theoretical approaches, e. g., anxiety, personality and social behavior, and experimental psyhopathology. Research methods in personality will also be examined. Prerequisite: Psychology 111,112 or 114 and junior standing. B. Wittmaier.

Psychology 337F Advanced Social Psychology. A study of research methods and contemporary theoretical perspectives in social psychology. Emphasis will be placed both on the research process in general and on topics of current interest as examples of specific research approaches. Such topics may include attribution theory, perceived control reactance theory, altruism or others, depending on staff and student interest. Students will initiate and carry out research projects and, where feasible, may continue such projects as independent studies in the spring. Three hours of class plus other hours of laboratory to be arranged. Prerequisite: Psychology 114 or permission of the instructor and Hamilton 21 (which may be taken concurrently.) J. Lindmark.

Psychology 340S Anxiety and Stress. While these terms appear regularly in both popular and scientific discussions, there is little agreement concerning the nature of anxiety and stress, their measurement or their effects. The course will focus on current research attempts to clarify these basic issues. Relevant research is by psychologists in such diverse disciplinary subareas as neurophysiology, biochemistry, personality, and clinical, educational and social psychology. Data from naturalistic settings will also be examined. Prerequisite: Two courses in psychology. B. Wittmaier. (Offered in alternate years; next given 1976–77.)

Psychology 341S Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: Two courses in psychology. D. Begelman. (Offered in alternate years.)

Psychology 391S Behavior Therapy. Introduction to the theory and practice of experimental support for the use of specialized techniques in the treatment of the behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela and their students. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: Two courses from among the following: Psychology 302, 321, 322, 334, 337, 390, 391, Hamilton 15 or 27 and permission of the instructor. D. Begelman.

Psychology 399 Independent Study. Faculty.

Psychology 499 Independent Study. Faculty.

Psychology 500 Senior Project. Faculty

Sociology

A concentration in sociology consists of an introductory course (101), six additional courses, including 301 and 302, and the Senior Project.

Sociology 101 Introductory Sociology. The course is divided into five sections, each of which serves to fulfill concentration requirements and to allow entry into upper-level sociology courses.

Sections 01F and 02F. An introduction to the sociological perspective on human behavior, its limitations and potential advantages. The course will examine major social processes and institutions. Some attention will be paid to cross-cultural comparisons, although most material will deal with selected facets of American society. D. Gilbert.

Section 03F, S. Fundamental sociological concepts. Analysis of social structure, social forces and the process of human interaction. D. Gray.

Section 04F, S. Examines the contributions and limitations of the sociological perspective for the understanding of human behavior. Fictional and political observations of society will be used along with sociological studies in making this assessment. Material on social movements, conflict and changes will be contrasted with structural and institutional analyses to illumi-

nate both the dynamic and stable aspects of social life. J. Lowry.

Section 05S. The emphasis will be on learning to think conceptually about social phenomena. Students will be presented with classic and contemporary theoretical and empirical statements which define the nature and uniqueness of a social level of analysis. Students will be expected to demonstrate prowess at conceptualizing and analyzing social phenomena. A. Sallett.

Sociology 199 Independent Study. Faculty.

Sociology 202S Social Institutions. Analysis of major social institutions in human society. Specific attention will focus on the functions which such institutions perform for individuals and society as a whole. D. Gray.

Sociology 204S Social Stratification. Social causes and consequences of inequalities in the distribution of wealth, income, power and prestige in contemporary and historical societies. Power structures, class conflict, social mobility, class differences in social behavior, etc. Special attention to theories of Marx, Weber, Lanski and the functional school. D. Gilbert.

Sociology 210S Occupations and Professions. Societal roles of occupational group types, of occupational careers, inter-occupational cooperation and competition, and processes of professionalization will be examined. Special attention will be given to areas of discrimination including findings of racial, sexual, marital and age related issues in the work experience. J. Lowry.

Sociology 222F Population Problems. A study of the problems of quality and quantity of population including the theories of population increase and problems of composition, distribution, differential fertility, population pressure and internal migration. Students are expected to understand what the major issues are in various areas, and to formulate tentative positions that they can defend with scientifically valid arguments. Basic data sources, measurements and methods of analysis will be presented and assessed. Prerequisite: One social science course. J. Lowry.

Sociology 291F, S Becoming Deviant. This course examines the social processes associated with the transformation of conforming persons and groups into deviants. The effects of labeling, power and groups as socializing agents, and the contributions of the person to the development of a deviant identity will be emphasized. Students will be presented with theoretical and empirical materials which account for various aspects of the process of becoming deviant. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these materials and use them as tools to develop their own perspective toward the analysis of deviant be-

havior. Prerequisite: Sociology 101 or consent of the instructor. A. Sallett.

Sociology 299 Independent Study. Faculty.

Sociology 301F Research Methods. The first part of this course will cover the interplay of sociological theories and research techniques. Consideration will also be given to some of the ethical issues raised by social scientific inquiry. The remainder of the course will outline the aspects of research from design to evaluation of a completed report. This will include: Problem formulation (theory, conceptualizing variables, controls, establishing testable hypotheses), sampling, data collection (several techniques with respect to information desired, researcher effects and preparation for analysis), analysis (basic description, summary statistics, testing hypotheses, measures of association), presentation and interpretation (tables, findings, writing a report) and evaluation. Class exercises will accompany all stages of research procedure. These can be based on one term-long project designed and carried out by one student or a research team. Prerequisites: Junior standing and concentration in social science discipline. J. Lowry.

Sociology 302S Sociological Theory. Examination of contemporary theoretical perspectives. Consideration of these perspectives will include their historical origins and development within the sociological discipline. D. Gray.

Sociology 304S Political Sociology. Relationship between social structures and the distribution and exercise of power in contemporary and historical societies. Power elites, class consciousness, voting behavior, mass movements, revolution and related topics. Theories of classical and contemporary political sociologists including Marx, Weber, Pareto, de Tocqueville, Mills, Lipset and Aaron. D. Gilbert.

Sociology 314S The Social Organization of Protest, Reform and Revolution. This course is an effort to explain the structural sources of social movements which seek to bring about social change by employing means which more or less depart from institutionalized political channels. Of particular interest are the processes which transform unorganized persons and groups into a social movement. Finally, the conditions under which such movements succeed or fail will be analyzed. Prerequisite: Sociology 101 or consent of the instructor. A. Sallett. (Offered in alternate years; next given 1976–77.)

Sociology 315F American Social Thought. Examination of the major strands of American thought from Colonial to modern times. "Individualism" as a central American value will be particularly examined. D. Gray.

Sociology 316S American Social Structure. Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society will be examined, including its effects on American social character. D. Gray. (Offered in alternate years; next given 1976–77.)

Sociology 320F Aging and Social Roles. This course explores the new developments in the sociology of aging especially social gerentology. Though there is this emphasis on later life, the entire life cycle will be examined with some attention to cross-national studies. The societal problems related to aging will be given special consideration along with theories of personal adjustment and implications for social policy. J. Lowry.

Sociology 325S Social Control. An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance will be undertaken. D. Gray.

Sociology 337F Consciousness, Power and Social Structure. The purpose of this course is to examine social structural entities which more or less determine the schemes of interpretation which persons and groups use to make sense out of everyday experiences. Prerequisite: Sociology 101. A. Sallett.

Sociology 340S Organization, Power and Alienation in Industrial Society. The purpose of this course is to examine some of the implications of a social order dominated by a network of complex organizations. The relationship between complex organization and power and the relationship between the complex organization and the person will be analyzed. Evidence and argument will be presented to evaluate the thesis that complex organizations control the requisites of survival and luxury in industrial society. Moreover, such organizations are inaccessible to ordinary persons and groups, and, consequently, the individual is rapidly losing the ability to control significant features of everyday existence. Prerequisite: Sociology 101, or consent of the instructor. A. Sallett.

Sociology 397F Durkheim, Marx and Weber. The purpose of this course is to examine the contributions Durkheim, Marx and Weber have made to the explanation of the division of labor in modern industrial and post-modern industrial societies. Prerequisite: Sociology 101. A. Sallett.

Sociology 399 Independent Study. Faculty.

Sociology 401F Sociology Seminar. Classic sociological issues. The development of the discipline and its relationship to orientations, issues and debates characteristic of contemporary sociology. This

course is recommended for students concentrating in sociology but is also open to those in other disciplines interested in the current state of sociology and social science. Faculty members of various disciplines will occasionally participate. D. Gray.

Sociology 499 Independent Study. Faculty.

Sociology 500 Senior Project. Faculty.

HAMILTON COURSES

FOR EACH COURSE the numbering indicates its general level and the term in which it is to be offered.

Courses numbered 10–19 are intended for freshmen; 20–29 for sophomores; 30 and above for juniors and seniors. This is not a rigid differentiation.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for Fall Term, W for Winter Term, and S for Spring Term. F, S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1975–76. Where known, the next time the course will be given is indicated.

One number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses a student may not enter the second term without having taken the first.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated all courses meet for three 50-minute or two 75-minute periods a week.

Kirkland courses referred to in concentration statements or as prerequisites may be found described among the Kirkland listings beginning on page 29.

Anthropology

13F, S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. (Equivalent to K113.) The Department.

21F Traditional Cultures and Societies of Sub-Saharan Africa. An ethnographic survey of the culture areas of Black Africa with emphasis on traditional political organization, social structure, and religion. Analysis of selected ethnographies to illustrate persistent themes in a wide variety of African cultures, ranging from the hunting band to the divine kingdom. Prerequisite, 13 or consent of instructor. Mr. Saltman.

23S Mesoamerican Societies. Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies; pre-Colombian foundations of Mesoamerican culture; post-Colombian processes of change. Prerequisite, 13 or consent of instructor. (Offered in alternate years.) Mr. Jones.

[25S] Caribbean Societies. The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Detailed examination of several contemporary Caribbean societies. Prerequisite, 13. (Next offered 1976–77.)

26F Middle Eastern Societies. Survey of the major cultural groups in the Middle East in terms of their economic, kinship, political, and religious institutions. Ethnic groups in Israel and the problem of the absorption of immigrants from different cultures. Problems in anthropology that relate specifically to the Middle East as an ethnographic area. The Middle East conflict as a cultural problem. Prerequisite, 13. Mr. Saltman.

31S Cultural Dynamics. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. Mr. Jones.

[34] Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth and ritual; manipulation and supplication of the supernatural. Types of religious systems. The dynamics of religious processes with an emphasis on syncretism, nativism, and social change. Open to sophomores.

35F Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Prerequisite, 13. Mr. Jones.

36S Ecological Anthropology. The cross-cultural examination of

man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisite, 35. (Same as K366.) Mr. Jones.

38W-39S Ethnographic Field Methods. During Winter term, intensive training in formulating and carrying out anthropological field research. Preparation of research proposals. During Spring term, supervised independent field projects in nearby rural and urban communities. Analysis of data in final papers. Frequent seminar meetings. Prerequisite, 35. 39 may not be taken as a separate course. Mr. Saltman.

41F The Anthropology of Law. A comparative study of legal systems in different cultures. Problems of definition. Conceptual frameworks of analysis to explain legal problems in a cross-cultural perspective. Natural and Positive Law. Primitive jurisprudence. The analysis of field case studies. Prerequisite, 35. Mr. Saltman.

[49F] Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite, 35. (Same as K490.) (Next offered 1976–77.)

50F, S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the department. Required for departmental Honors. Prerequisite, 49. (Same as K500.)

Art

11F-12S Basic Drawing, Painting, and Sculpture. Discussions and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. Sculpture included in 12 only. 12 may not be taken as a separate course without the consent of the instructor. Mr. Penney.

[13F] Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion on representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. (Next offered 1976–77.)

21F-22S Advanced Painting and Drawing. Figure, landscape, and still life painting and drawing in various modes. Special projects assigned and individual development encouraged. Nine studio hours a week. Prerequisite, 11-12 or consent of the instructor. Mr. Penney.

24S History of Landscape Architecture. A comprehensive survey

of man-made environments from the beginnings of landscape architecture in the ancient Near East to the public parks and parkways of the present; an examination of stylistic trends in landscape architecture as reflections of man's changing conception of his relationship to the material world. Excursions to various sites in the vicinity of Clinton during the latter part of the term. Mr. Wright.

25F Art in the Ancient Near East and Aegean. The art of Egypt, Mesopotamia, Crete, and Greece in relationship to the philosophical, religious, literary, and political concepts of the times. Mr. Wright.

27F Roman Art East and West. The cultural continuity of Roman art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) seen as an integral part of the development. Mr. Wright.

28S Medieval Art in the West. From the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. Mr. Wright.

29W The Architecture of Totalitarianism. The character and role of architecture and its relationship to government policy in Germany, Italy, and the Soviet Union between the world wars. Miss Henry.

31F The Italian Renaissance. The stylistic development of Renaissance art in Italy from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Mr. Wright.

32S Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of humanism, philosophy, mythology, and theology in their relationship to artistic theory and practice. Insofar as possible original sources read and discussed. Prerequisite, 31. Mr. Wright.

[33F-34S] European Baroque Art. The generation of the Baroque in Rome, its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Prerequisite, 13, or Art History K101-102. 34 may not be taken as a separate course. (Next offered 1976–77.)

[35F-36S] Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. (Next offered 1976–77.)

37F Painting and Sculpture, 1750 to the Present. Analyses of the style, subject matter, and content of particular works of art, and a discussion of their relationship to the intellectual, political, industrial, economic, social, and sexual revolutions of the past two hundred years. Miss Henry.

38S Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 13, or Art History K101-102. Mr. Carter.

49F, S Seminar in Special Topics. An examination of a single limited area through readings, discussion, and written and oral presentations. Fall term topic, nineteenth century sculpture; spring term topic, architecture and the allied arts from 1750 to the present with special emphasis on interior design, furniture, and other decorative arts. Miss Henry, Mr. Carter.

50S Senior Tutorial. Designed for students prepared to do independent work at an advanced level. Studio concentrators to prepare for a senior exhibition; history concentrators to prepare for a comprehensive examination. Required of seniors concentrating in Art; open to others with consent of the department. Messrs. Carter and Penney.

Chemistry

10W Introduction to Chemistry. An introduction to chemical principles with emphasis on application to selected topics of general interest, such as air and water pollution, the chemical role of petroleum in our society, natural and synthetic giant molecules. Not open to students who have had previous work in college chemistry. The Department.

11F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 11 and 15. Mr. Yourtee.

12S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 11 or 15. Mr. Yourtee.

13W Ecochemistry. Special topics in the relationship between chemical factors in the environment and human activities. In 1975–76 emphasis on water systems. Student seminars, field projects and laboratory work. Prerequisite, one course in Chemistry or consent of the instructor. Messrs. Cratty and Denney.

15F Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 11 and 15. Mr. Cratty.

16S Introductory Physical Chemistry. An introduction to ther-

modynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 15 or 12, or 11 and the consent of the instructor. Mr. Cratty.

23F-24S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 12 or 16. 24 may not be taken as a separate course. Mr. Magyar.

33F-34S Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisites, 16, Physics 11-12 or 13-14, and Mathematics 21 (or 14 or 15 and consent of the instructor). 34 may not be taken as a separate course. Mr. Denney.

33aF-34aS Same course as 33-34 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37F Chemistry of Natural Products. The structure, synthesis and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites and polycyclic pyrrole pigments. The laboratory involves the isolation, identification and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 23-24. Mr. Magyar.

37aF Same course as 37 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Magyar.

38S Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisites, 23-24 and 16. Messrs. Kinnel and Magyar.

41F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 33-34. Mr. Denney.

42S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 33-34. 34 may be taken concurrently. Mr. Cratty.

42aS Same course as 42 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

GREEK

11F Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Miss Warrior.

12S Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 11. Miss Warrior.

21F Intermediate Greek. Selections from Homer's *Iliad* or *Odyssey.* Introduction to the history of Greek literature. Prerequisite, 12. Miss Warrior.

31F Greek History. Thucydides, *The Peloponnesian War,* and other later writers. Prerequisite, 21. (Offered every third year.) Miss Warrior.

32S Greek History. Herodotus, *The Persian War.* Discussion of the development of historical writing in Greece. Prerequisite, 21. (Offered every third year.) Miss Warrior.

[33F] Greek Philosophy: Pre-Socratics and Plato. Readings in pre-Socratic philosophy and selected Platonic dialogues. Studies in the development of philosophical enquiry in Greece. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[34S] Greek Philosophy: Aristotle and Later Philosophy. Selections from Aristotle, *Nicomachean Ethics.* Collateral readings in other works of Aristotle in translation. Reference to Stoic and Epicurean developments. Questions of Aristotle's relation to Plato's Academy and his influence on later Greek thinkers. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[35F] Greek Drama: Tragedy. Study of the Greek texts of such tragedies as Aeschylus, *Agamemnon,* and Sophocles, *Oedipus Tyrannus.* Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[36S] Greek Drama: Comedy. Study of Aristophanic comedy, including *Clouds* and *Wasps,* in terms of literary genre and as commentary on contemporary Greek society. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

LATIN

11F Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

12S Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 11. Mr. Cunningham.

21F Intermediate Latin. Selections from Catullus and Ovid. Introduction to the history of Latin literature. Prerequisite, 12. Mr. Cunningham.

[31F] Roman Philosophy. Selections from Lucretius, *De Rerum Natura,* and Cicero, *De Officiis,* to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[32S] Roman Satire. Satire as a uniquely Roman literary genre using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[33F] Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aeneid,* and Lucan, *Pharsalia.* Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[34S] Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita,* and Tacitus, *Annales.* Prerequisite, 21. (Offered every third year; next offered 1977–78.)

35F Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea.* Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

36S Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome using Cicero, *Brutus,* Tacitus, *Dialogus* and selections from Quintilian, *Institutio Oratoria.* Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

CLASSICAL CIVILIZATION

13F Aspects of Greek Society. Emphasis on the social structure of Greece with special reference to the position of women and slaves. Ancient sources studied: Homer, Greek Tragedians, Attic Orators and Historians. Miss Warrior.

14S Greece in the 5th Century. An examination of the political, artistic, literary and philosophic aspects. Evidence of archaeology and epigraphy. (Offered in alternate years.) Miss Warrior.

[21S] Age of the Homeric Poems. A study of the *Iliad* and *Odyssey,* the Homeric problem, the evidence to substantiate the existence of the "Homeric World" and the place of the Homeric poems in the subsequent Greek and Roman civilization. Open to sophomores. (Next offered 1976–77.)

[32F] Roman Republic. Lectures and discussions; readings and

assigned papers. The nature of Roman society in the period 225-44 B.C. with special consideration paid to the practice of politics; the rise of political factions; economic and financial arrangements with special reference to the emergence of an organized class of entrepreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. Open to juniors. (Next offered 1976–77.)

34F The Ancient Historians and Their Theories of History. Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature and science, and the problem of fact and interpretation. Open to juniors. Mr. Cunningham.

35S Roman Law and Constitutional History. Introduction to Roman Law primarily from the period of the Roman Empire from Augustus to Justinian. Special attention to constitutional developments. Open to juniors. (Offered in alternate years.) Mr. Cunningham.

[43S] Problems in Roman Imperial History. Topics including the role of the army in the state, questions of administration and social organization (e.g., progressive stratification of Roman life), religious-philosophical developments. Open to juniors. (Next offered 1976–77.)

50S Senior Seminar. Limited to senior concentrators. Topics for the individual student. Mr. Cunningham.

Economics

10F-11S Introduction to Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Market processes, national income determination, money, models of the firm, and international trade. Selected applications. Emphasis on macroeconomics in 10 and on microeconomics in 11. The Department.

15F Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems such as strikes in the public sector. Mr. Jones.

16W Economics of Pollution. An analysis of the general economic problems of pollution and the relationship of pollution to common property as the primary cause of failure of market mechanisms. A

critical survey of the tools available to the policy maker to correct for market failure. Mr. Falvey.

20S The Political Economy of American Poverty. Historical and institutional causes of poverty in an affluent society with special reference to the poor of African ethnic origin. Evaluation of liberal reforms, riots, forced income distribution, revolutionary change, and Black capitalism, in an attempt to find alternatives for the future. Prerequisite, 10-11. Ms. Lubega.

21F Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Laboratory work. Prerequisite, 10-11. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Mead.

[22S] Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 21. (Next offered 1976–77.)

23F Accounting. An elementary study of how the financial transactions of a business firm are usefully classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Mr. Wertimer.

24S Corporation Finance. Forms of business organization with predominant emphasis on the modern corporation, its nature and financial problems. A required one-day field trip to New York City. Mr. Falvey.

25S Industrial Organization and Public Control of Business. The structure, conduct and performance of American industry; the application and interpretation of the anti-trust laws; detailed study of selected current problems of intervention. Prerequisite, 10-11. Mr. Falvey.

[27S] Comparative Economic Systems. Comparisons between market and planned systems, with special reference to managed capitalism and democratic socialism. Selected topics and current issues. Prerequisite, 10-11.

28F Economic Modernization in Africa. Historical and institutional causes of African underdevelopment rooted in the slave trade and the colonial division of labor. Analysis of the present state of African underdevelopment. Evaluation of economic theories and policies applied to African economies in the 1960's, with case studies. Alternative paths for future development illustrated with new

experiments from a few African countries. Prerequisite, 10-11. Ms. Lubega.

[29] European Economic History. Economic history of Europe from 1000 A.D. to the twentieth century. The medieval and early modern economies, Marxist and non-Marxist explanations of the industrial revolution, the characteristics and consequences of industrialization in Britain, Germany and France, the relative decline of Britain, the depression of the 1930's. Prerequisite, 10-11. Open to sophomores.

30W Approaches to Political Economy. An examination of methodologies used by economists including neo-classical, institutional and Marxist. Application to problems including growth, education, the capital controversy and the role of the state. The writings of Veblen, Friedman, Samuelson, Galbraith, and the "New Left." Prerequisite, 10-11. Mr. Jones.

31F Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 10-11. Mr. Jones.

32S Microeconomic Theory. Applications of supply and demand analysis. Theory of consumer behavior. Theories of the firm and market structures. Theory of resource pricing and allocation. General equilibrium. Prerequisite, 10-11. Ms. Lubega.

33F International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems and the mechanisms of adjustment. Prerequisite, 10-11. Ms. Lubega.

34S Economic Development. Principal issues of economic growth and development in low-income countries. Growth models. Historical theories of growth. The role of trade. Development planning and investment allocation criteria. Prerequisite, 10-11. Ms. Lubega.

35F Money and Banking. The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 10-11. Mr. Falvey.

36S Public Finance. A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 10-11. Mr. Mead.

37F Economic Analysis of Urban Areas. The location, size and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity

within the city. Analyses of selected urban problems and proposed solutions. Prerequisite, 10-11. Mr. Mead.

[38] The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Problems of population and resource base, alternative approaches to development, Chinese agriculture and industry, price formation and planning, trade and distribution, foreign trade and aid, communes, current themes and models, some writings by Mao Tse-tung. Prerequisite, 10-11.

39S Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 10-11. Mr. Jones.

40W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than description. (Not open to those who have taken 10.) Open to juniors. Mr. Mead.

[42S] History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 10-11. (Next offered 1976–77.)

Education

21F, 22S Foundations of Education. First term: Historical, Philosophical. Second term: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31F, S Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Mr. Hunt.

32F, fW, [S] Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Examination of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one course in Education or consent of the instructor. (32F offered each year; 32fW alternates with 32S; 32S next offered 1976–77.) Mr. Hunt.

33 & 34F, S Secondary School Methods and Materials; Observation and Student Teaching. A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for ten weeks at the beginning of the term to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conferences with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the term to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 33 and 34 are taken concurrently. Prerequisite, one course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Ms. Hughes.

English

10W The London Theater. Study of the current theatrical scene in London through attendance at a broad selection of productions and through discussions, lectures, and critical writing periodically evaluated. Applicable towards a concentration in Theater and Drama but not towards one in English. Extra cost. Mr. Barrett.

11F-12W, S Introductory College English. Instruction in writing through discussions, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature, with emphasis in 12 on epic and dramatic work translated from Greek and Latin. Enrollment in 12W limited to two sections of 12 each. Open only to Hamilton freshmen and sophomores. The Department.

14F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite, 11 with a grade of C minus, or its equivalent. (Same as Kirkland Literature 140.) The Department.

15W Modern British Drama. An historical survey from 1890 to the present, including works by Wilde, Shaw, Yeats, Synge, O'Casey, Eliot, and Pinter. Prerequisite, 14. Enrollment limited to 20. Mr. Wagner.

16W The Plays of Christopher Marlowe. A close reading of the plays, with some attention to Marlowe's other works. Prerequisite, 14. Open to sophomores. Mr. Rigsbee.

17W The Divine Comedy. A study of Dante's *Divine Comedy* (in the Ciardi translation), with emphasis on the intellectual background

of the work. May not be taken as part of the concentration in English. Prerequisite, 14. Mr. Kaufmann.

18W The Discontented Woman in Nineteenth Century Fiction. Problems of women in the nineteenth century as perceived through representative novels of the period. Readings in works by such authors as Austen, Flaubert, Chopin, James, and Dreiser. Prerequisite, 14. Ms. Stoller.

20S The Eighteenth Century Novel. An examination of the growth of the novel in the eighteenth century. Readings in works by such authors as Defoe, Richardson, Fielding, Smollett, Sterne, Burney, and Austen. Prerequisite, 14. Ms. Stoller.

22S Poetry and the Novel Since 1800. Study of main trends in nineteenth century and early twentieth century poetry and the novel through analysis of representative works by Wordsworth, Shelley, Byron, Dickens, Thackeray, Meredith, and Joyce. Prerequisite, 14. Not open to seniors. Mr. Gordon.

23S The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 14. Not open to seniors. Mr. Briggs.

25F Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 14. Mr. Wagner.

26F Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 14. Mr. Marki.

27F Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 14. (Offered in alternate years.) Mr. Kaufmann.

28S Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 14. Mr. Kaufmann.

[29F] Middle English Literature, 1300–1500. Chaucer's contemporaries and followers, including *Sir Gawain and the Green Knight, Piers Plowman, Kingis Quair,* Henryson's *Testament of Cresseid,* and Malory's *Morte D'Arthur.* Examining a wide range of medieval genres: romance, dream vision, love allegory, lyric, and drama. Prerequisite, 14. (Next offered 1976–77.)

30S Milton. Reading of all the major poems, including *Comus, Paradise Regained, Samson Agonistes,* and an intensive study of *Paradise Lost.* Particular attention to the ways Milton modifies previous literary forms. Prerequisite, 14. Open to sophomores. Mr. Roth.

31F Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 14. Open to sophomores. Mr. Marki.

32S Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention paid to works by James, Hemingway, Faulkner, Pound, Frost, T. S. Eliot, and Stevens. Prerequisite, 14. Open to sophomores. Mr. Wagner.

33F The Early Renaissance. Study of developments in sixteenth century poetry, prose, and drama and their interconnections. Concentration on the works of Spenser, Sidney, Shakespeare, and Marlowe, as well as an intensive study of the first book of *The Faerie Queene.* Prerequisite, 14. Open to sophomores. Mr. Roth.

34S The Late Renaissance. Readings of representative works in poetry, prose, and drama of the seventeenth century before 1660. Major emphasis on Donne, Jonson, Herbert, Marvell, and Sir Thomas Browne. Prerequisite, 14. Open to sophomores. Mr. Roth.

35F English Literature: 1660–1744. A study of major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 14. Open to sophomores. Mr. O'Neill.

[36S] English Literature: 1745–1800. A study of major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Richardson, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 14. Open to sophomores. (Next offered 1976–77.)

37F English Romantic Poetry. Study of the art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 14. Open to sophomores. Mr. Lindley.

38S English Victorian Literature. Study of representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 14. Open to sophomores. Mr. Lindley.

39F-40S Twentieth Century British Literature. Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Yeats, Conrad, Joyce, Lawrence,

and T. S. Eliot. Prerequisite, 14. 40 may not be taken as a separate course. Open to juniors. Mr. Briggs.

41F Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 12 each. Open to juniors. Messrs. Lindley and O'Neill.

42S The Writing of Fiction. A workshop approach to writing fiction. Student work to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Rigsbee.

43F-44S Elizabethan and Jacobean Drama. Readings in English plays from the beginnings, to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 14. 44 may not be taken as a separate course. Open to juniors. Mr. Barrett.

45F Studies in American Authors. In 1975–76, the study of William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Katherine Anne Porter). In 1976–77, the study of Melville and Whitman. Prerequisite, 14. Open to sophomores. Mr. Wagner.

46S Studies in American Drama, Fiction, and Poetry. In 1975–76, readings in twentieth century poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. In 1976–77, an historical survey of American drama, with emphasis on O'Neill, Tennessee Williams, Miller, and Albee. Prerequisite, 14. Open to sophomores. Mr. Marki.

48F The Writing of Poetry. A workshop approach to writing poetry. Student poems to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Rigsbee.

49S Criticism. Selected readings in literary theory with emphasis on critics of this century. A long essay showing the student's progress in developing his own critical methods required. Individual and group consultation. Prerequisite, 14. Open to seniors, and to others with consent of the instructor. Mr. Marki.

Environmental Studies

[12S] Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. (Next offered 1976–77.)

29F Man and the Environment. A consideration of the ecological

problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Open to sophomores. Mr. McManus.

Geology

11F Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise. All-day field trip. Mr. Potter.

12S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 11. Mr. Raymond.

21F Geomorphology. The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional process, and to climate. Field and classroom study of environmental problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three hours of class and three hours of laboratory or field study, with one extended field trip. Prerequisite, 11. Mr. Hawley.

[23F-24S] Structural and Field Geology. A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three hours of class and three hours of laboratory or field exercises, plus at least two weekend field trips. Prerequisite, 12. (Alternates with 33, 34. Next offered 1976–77.)

[25F] Mineralogy. Introduction to crystallography, crystal chemistry, and the origin of minerals. Identification of minerals by physical, spectrochemical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trips. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. (Alternates with 31. Next offered 1976–77.)

[26S] Mineralogy. Introduction to silicates and other rock-forming minerals. Theory and techniques of optical mineralogy. Three hours of class and three hours of laboratory. Field trip to Ontario. Forms a continuum with 25, but may be elected without 25 with consent of instructor. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. (Alternates with 32. Next offered 1976–77.)

28S Glacial Geology. Origins of glacial climates, nature and movement of glaciers, glacial erosion and deposition. Three hours of class and three hours of laboratory or field study. Prerequisite, 11. (Alternates with Env. St. 12.) Mr. Potter.

31F Igneous Petrology. A study of the chemistry, mineralogy and origin of igneous rocks in the light of experimental data and field occurrence. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 26 or 11 and consent of instructor. (Alternates with 25.) Mr. Potter.

32S Sedimentary and Metamorphic Petrology. The chemistry, mineralogy, and origin of sedimentary and metamorphic rocks in the light of experimental data and field occurrence. Meetings and prerequisites same as 31. Weekend field trip to New England. May be elected without 31. (Alternates with 26.) Mr. Potter.

33F Stratigraphy and Sedimentation. The principles of stratigraphy and interpretation of environments of deposition, and paleogeography, developed from class, field, and laboratory study of sedimentary rocks. Three class periods and a field or laboratory exercise each week. One extended field trip to the Hudson Valley region. Prerequisite, 12. (Alternates with 23.) Mr. Hawley.

34S Invertebrate Paleontology and Biostratigraphy. The classification, evolutionary relationships, and history of invertebrate fossils. Field study of fossils and the rocks in which they are found, as indicators of depositional environments and geologic age. Three class periods and a field or laboratory exercise each week. Prerequisite, 12. 33 is strongly recommended. (Alternates with 24.) Mr. Raymond.

35W Field Mapping, West Texas. Introduction to principles and practice of geologic mapping using aerial photographs as base map. Headquarters at Sul Ross State University, Alpine, Texas, and daily travel to structurally complex field area in Marathon Basin; inclusion of igneous problem if time and weather permit. Extra cost. Minimum enrollment 5; maximum 12. Prerequisite, 11. (Alternates with 36W.) Mr. Potter.

[36W] Field Study in West Texas and Southern New Mexico. A study of regional geology, with emphasis on field evidence for, and interpretation of, geologic history; economic geology (especially petroleum), arid geomorphology, and development of karst topography (Carlsbad Caverns). Occasional camping. Extra cost. Minimum enrollment 5; maximum, 12. Prerequisite, 11. (Alternates with 35W. Next offered 1976–77.)

50S Senior Seminar. Study and group discussion of topics related to the nature and evolution of the earth, including seismic evidence for

internal structure, gravity and isostasy, heat flow, paleomagnetism, structures of the ocean basins and continents, plate tectonics. Other topics selected by students. Student presentations required at each weekly meeting. Prerequisite, 11 and 12, and either 23-24 or 31 and 32, or consent of Department. The Department.

German

11F-12S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. The Department.

[11 & 12] Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class plus laboratory. Carries two courses' credits.

13F, S Introductory German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 12. Mr. Browning, Ms. Weiss.

15S Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 13. Mr. Browning.

21F, 22S Introduction to Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 21, medieval poets to Goethe *(Urfaust);* 22, romantic writers to Thomas Mann. Prerequisite, 13. Ms. Weiss.

23F-24S Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. (24 may be taken as a separate course only with the permission of the Department.) Mr. Liedke.

32F The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. Mr. Liedke.

33W The German Theater. Study of major and minor dramatic genres with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays chosen from, among others, *Hörspiele, Einakter,* and *Fastnachtspiele.* Prerequisite, 13. Ms. Weiss.

[34] The Nobel Laureates of German Literature. The works of Heinrich Böll, Gerhart Hauptmann, Hermann Hesse, Thomas Mann and Nelly Sachs evaluated in comparison with those of other prominent contemporaries such as Franz Kafka, R. M. Rilke, and Heinrich Mann. Prerequisite, 21.

[35] German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch and Konrad Lorenz. Prerequisite, 21. (Next offered 1976–77.)

36S German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter and the 17th Century poets, with particular emphasis on the development of German as a literary medium. Prerequisite, 21. Mr. Browning.

[40] German Romanticism. Study of the origins, literary expressions, and impact of the Romantic Movement in Germany. Prerequisite, 21. (Next offered 1976–77.)

41F Goethe. Readings from Goethe's works with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 21. Mr. Browning.

[43] German Poetry. Critical study and interpretation of German poetry. Prerequisite, 21. (Next offered 1976–77.)

44S Contemporary German Literature. Readings in the literature of Austria, Germany and Switzerland and in the works of the writers in exile since World War II. Prerequisite, 21. Mr. Liedke.

50F, S Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 21. Ms. Weiss.

GERMAN LITERATURE IN TRANSLATION

[16S] Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the 13th to the 19th century. (Next offered 1976–77.)

Government

10W Political Corruption. A theoretical analysis of corruption. The study of corruption as an introduction to political analysis. The meaning of corruption; corruption as a problem of political development; corruption as a pathological condition; functional aspects of corruption. Not open to juniors and seniors without the consent of instructor. Enrollment limited to 20. Mr. Suttmeier.

12F Comparative Politics. An introduction to foreign political systems, approaches used in the comparative study of governments and politics. Political parties and interest groups, political elites, policy-making, policy implementation, political culture and political development and change discussed in the context of an examination of

selected Western and non-Western political systems. (Same as K112S.) Mr. Suttmeier.

14F, S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; foreign policies and conflicts of the Great Powers; U. N. system. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

16F, S The American Political Process. Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. (Same as K116F, S.) Mr. Frantzich, Mr. Kweit.

18F Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Kessler.

19S Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

21W Balance Sheet on Viet Nam. The meaning of the Viet Nam episode for American foreign policy, American politics and American society. The relationships between the President and the Senate, the role of public opinion and the influence of the military-industrial complex, relationships with the post-colonial world, and with the United Nations. Enrollment limited to 20. Mr. Richardson.

[22S] The Executive Process. An analysis of the recruitment and behavior of Chief Executives and their staffs on all levels of government with primary emphasis on the U.S. Presidency. Special attention to an analysis of the role and power of the Chief Executive and his relationships with the other branches of government. (Next offered 1976–77.)

[23] American Parties and Policies. The political party as the primary linkage between Americans and their political system. Examination of the parties' performance of this function and current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite, 16 or consent of the instructor. (Same as K223.) (Next offered 1976–77.)

24F The Politics of Sub-Saharan Africa. Case studies based on individual research. Emphasis on colonial regimes, political modernization, African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U. N. interests in Africa. Prerequisite, 12 or 14. Mr. Richardson.

25F The National Policy Process. Analyses of some critical problems such as environment, education, the economy, defense, human rights, welfare, foreign policy, structural change and budgeting and how they become part of the governmental agenda. Prerequisite, 16. Mr. Frantzich.

26S Asian Politics. Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisite, 12 or consent of instructor. Mr. Suttmeier.

28S The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite, 16 or consent of the instructor. Mr. Frantzich.

29F, S The Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two courses in Government. (Same as K229.) Mr. Suttmeier.

30W The Anglo-American Legal System. A study of the development, major characteristics, and problems of the Anglo-American legal system. Enrollment limited to 15. Mr. Rockwell.

31F Organization Theory. Study of organizational phenomena such as decision-making, hierarchy, specialization and decentralization with special reference to the American political system. Open to juniors. Mr. Lewis.

[32F] Constitutional and Political Framework for Foreign Policy. Emphasis on roles played in decision-making by the President, Departments of State and Defense, public opinion, the Foreign Service. Selected case studies: Cuba, Viet Nam, arms control, Middle East, detente, aid programs. Prerequisite, two courses in Government, History or Economics. (Next offered 1976–77.)

33F American Constitutional Development. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two courses in any combination in American Government or American History. Mr. Kessler.

34S The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in

criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two courses in American Government or American History. Mr. Rockwell.

35F-36S Politics in Urban Areas. The structure and function of urban political systems in the United States. 36 may not be taken as a separate course. Prerequisite, 16 and one other course in Government. (Same as K335-336.) Messrs. Bacheller and Kweit.

37S The Electoral Process. Examination of political campaigning. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization considered. Prerequisite, 16 or consent of the instructor. (Offered in alternate years.) Mr. Frantzich.

38S Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science; policy for science and technology; influence of science and technology on policy. Focus on the United States with comparisons to Western Europe, the Soviet Union, China and the other low-income countries. Open to sophomores. Mr. Suttmeier.

[39] International Law. Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two courses in Economics, Government or History. (Next offered 1976–77.)

40F Religion and Modern Political Thought. The attack on traditional religion and traditional conceptions of church-state relations in modern political theory. Toleration; political religion; religion in American political thought; the role of religion in democracy. Study of Hobbes, Locke, Rousseau, Montesquieu, Jefferson, Tocqueville, Lincoln and contemporary Americans. Open to juniors. Mr. Kessler.

43S Public Policy Analysis. Conceptual approach to understanding and evaluating public policy. Emphasis on political economy, public choice models, decision making, power, values and their role in shaping and evaluating policy alternatives. Prerequisites, 16 and one other course in Government and one in Economics, or consent of instructor. Mr. Kweit.

44S Problems in International Politics. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations.

Emphasis on public and private international organizations. Prerequisite, 14. Mr. Richardson.

45F Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, one course in comparative government beyond 12, or consent of instructor. Mr. Suttmeier.

49F-50S Topics in Politics. Individual research project selected spring of the junior year by the student with the approval of a faculty sponsor and supervised by him. Culminates in senior thesis. Required for departmental Honors. Open only to senior concentrators. The Department.

Term in Washington. Director, Mr. Kweit. See page 26.

History

10F Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Mr. Traer.

11S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation-states. Stress on international involvements and political, socioeconomic, and cultural change in the area. Mr. Subtelny.

12F Kievan, Muscovite, and Early Imperial Russia. Russia from the ninth century to 1825, stressing political and cultural interaction with its Turkic, Byzantine, and Western neighbors. Mr. Subtelny.

13W Native American History. A study of the history of American Indians from Columbian times to the present with emphasis on intercultural relations with non-Indian Americans. Mr. Beltman.

14F East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

15W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Mr. Millar.

16F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

17S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

18S American Economic and Social History. A survey of American economic and social development, with an emphasis on economic change and its social consequences. Mr. Beltman.

19F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Beltman.

20S France in Modern Times. The development of French history, society, and culture from 1815 to the present. Mr. Richman.

[21S] South Asia. A survey of the history of the Indian sub-continent — India, Pakistan, and Bangladesh — from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. (Next offered 1976–77.)

[22S] Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. (Next offered 1976–77.)

23S Late Imperial and Soviet Russia. Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and on continuity and change in the Old and New Regimes. Prerequisite, 12. Mr. Subtelny.

24S East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 14. Mr. Lee.

[25fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government 213. Extra cost. Limited enrollment. (Same as Russian 25.) (Next offered 1976–77.)

26S Seminar in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 16. Mr. Millar.

27F Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. Mr. Millar.

28S The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth century developments. Mr. Beltman.

29S Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role

of the United States in the world since 1914. Prerequisite, 19. Mr. Beltman.

30F Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Mr. Traer.

31S Europe in the Nineteenth Century. Emphasis on social and economic, as well as political, history including demographic change, industrialization, the rise of new social classes, and the development of institutions and culture. (Offered in alternate years.) Mr. Richman.

32F Cultural History of Russia. A survey of the various social classes which constituted the "material culture" of the Old Regime; the development of Russia's "spiritual culture," including art, architecture, and the history of ideas. Prerequisite, 23. Mr. Subtelny.

[33F] Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language desirable. Prerequisite, 23. (Next offered 1976–77.)

34F Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Prerequisite, 10 or 20. (Offered in alternate years.) Mr. Traer.

35S Fascism in Western and Eastern Europe. A comparative analysis of the social, economic and ideological roots and forms of fascism in Western and Eastern Europe during the interwar period. Prerequisite, one course in modern European history. Mr. Subtelny.

[36F] The Black Man in America. A survey of the relationship between black and white society in America, from colonial times to the present. (Next offered 1976–77.) Open to sophomores.

37W Imperialism in Northeast Asia. A diplomatic history of the decade 1895–1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Prerequisite, 14, 17, or Government 14. (Offered in alternate years.) Mr. Lee.

[38S] New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. (Next offered 1976–77.)

39F Urban America. The urban impact upon American thought,

culture, and institutions. Prerequisite, any two courses in American history. Mr. Beltman.

[41S] Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language desirable. Prerequisite, 30. (Next offered 1976–77.)

42F Seminar in Russian History. The problem of non-Russian nationalities in the Tsarist Empire and the Soviet Union with emphasis on the dissident movement. A reading knowledge of Russian or another European language desirable. Prerequisite, 23. (Offered in alternate years.) Mr. Subtelny.

43S Modern European Political Elites, 1815–1914. An examination of the changing social composition of the ruling classes in France, England, Germany, and Russia, with reference to the relationship beween elite rivalries and the transformation of political institutions. Prerequisite, one course in modern European history or permission of the instructor. Mr. Richman.

44F Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 24. Mr. Lee.

45S Modern China. Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 24. Mr. Lee.

46F Seminar on the Black Man in America. Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 36. (Offered in alternate years.) Mr. Millar.

49F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

50F, S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required of candidates for departmental Honors. Prerequisite, 49. (Equivalent to 500.) The Department.

Mathematics

11F Pre-Calculus Mathematics. A study of topics necessary for the study of the Calculus, including functions, logarithms, exponentials, set notation, trigonometry, solution of equations, graphing

techniques, analytic geometry, and word problems. May not be counted toward fulfillment of the concentration. Placement in the course subject to the approval of the Department. Not open to juniors. Mr. Prichett.

12S Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, probability and statistics, computer science, mathematical recreations. May not be counted toward the fulfillment of the concentration. Mr. Prichett.

13F, W, S-14F, W, S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable including topics from analytic geometry and numerical methods, concluding with the study of infinite series. Four hours of class F, S. Some sections of this course, including all of those during the Winter Term, offered under the Self-paced Calculus program. The Department.

15F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 13-14. Offered only to those who have studied calculus but do not qualify for 21. Placement by the Department. Successful completion of 15 carries credit equivalent to 13-14. Offered under the Self-paced Calculus program. Mr. Anderson.

17S Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures, and assembly language. Prerequisite, 14 or 15. (Same as K170.) Mr. Anderson.

21F, W Multivariable Calculus. The study of differential and integral calculus of several variables; partial differentiation, multiple integrals, vector calculus. Introduction to ordinary differential equations. Prerequisite, 14 or 15. The Department.

22S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues; mathematical and physical applications. Prerequisite, 21. Mr. Fowler and Mrs. Ludington.

23F Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit will not be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 14 or 15. Mr. Birnbaum.

24S Second Course in Probability and Statistics. Topics including the law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-

square testing, Bayesian and non-parametric methods and introduction to experimental design and decision theory. Prerequisite, 23. Mr. Birnbaum.

26S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 14 or 15. Offered in alternate years. Mr. Anderson.

28S Graph Theory and Combinatorics. Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuits, planarity and coloring problems, duality; flows in networks and the Ford-Fulkerson algorithm with applications to resource allocation; applications to mathematical models in other disciplines. Prerequisite, 13 or 15. Mr. Smallen.

31F Applied Analysis. Selected topics from classical analysis and partial differential equations including boundary value problems, Fourier series, orthogonal functions, the Laplace transformation, Green's functions, and special functions of particular interest to physical scientists. Prerequisite, 22 and Physics 13-14 or the consent of the instructor. Mr. Fowler.

32S Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31 or 35. Mr. Prichett.

33F Modern Algebra. A study of algebraic structure; systems with one or two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 22. Mr. Anderson.

34S Advanced Linear and Abstract Algebra. Continuation of linear and multilinear algebra of 22 and 33: exact sequences of abelian groups, tensor products, determinants; Galois theory and roots of polynomials. Prerequisite, 33. Offered in alternate years. Mrs. Ludington.

35F Real Analysis. Topics in analysis including the real number system, sets and functions, continuity, differentiation, metric spaces, the Riemann-Stieltjes integral, and sequences and series of functions. Prerequisite, 22. Mr. Birnbaum.

36S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 17 and 22. Mr. Birnbaum.

39F Number Theory. Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations,

quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. Offered in alternate years. Mr. Prichett.

41F Topology. An introduction to topology, including metric spaces and the study of compactness, connectedness, separation, convergence, and continuity in general topological spaces. Prerequisite, 35. Mrs. Ludington.

42S Measure and Integration. An introduction to Lebesque measure theory, including the topics of measurable functions, integration and convergence theorems. Prerequisite, 35. Mr. Fowler.

49W-50S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

Music

11F-12S Principles of Music. An examination of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear training, and sightsinging. Consideration of the problems of musical meaning, performance practice, and the means of transmission. No previous knowledge of music required, but must not be tone-deaf. 12 may be taken as a separate course only with consent of instructor. Mr. Bonta and the Department.

13F-14S Solo or Ensemble Performance I. The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course pursued for two terms will be equivalent to one course credit. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15F-16S Group Performance. The study of music through performance, either in the College Choir, the Brass Choir, or in the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four terms will be equivalent to a one course credit. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

17fW Historical, Intellectual, and Physical Influences on British Church Music (1400–1960). The role of several non-musical elements in relation to musical parameters. Architectural and acoustic influences on composition and performance; political and religious influences on musical text and language in the Tudor, Restoration, and Imperial periods; cultural isolation and the musical process.

Physical aspects, when applicable, will be examined in situ at the cathedrals and university chapels in which concerts are being presented. Prerequisite, Music 11-12 or Music 101-102. Extra cost. (Offered in association with the co-curricular tour of Scotland and England by the Hamilton-Kirkland Choir and the College Hill Singers.) Mr. Spear.

23F-24S Solo or Ensemble Performance II. A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. The Department.

25F Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Alternates with 27.) Mr. Bonta.

26S Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. Mr. Bonta.

[27F] Problems in Classic and Romantic Music. The study of selected works from the Western tradition from 1720 to 1914, including those by major composers from Gluck to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Alternates with 25.) (Next offered 1976–77.)

29F Survey of Choral Literature. A systematic examination of representative works in the choral and choral-orchestral repertoire, from 1450 to the present; stylistic traits, performance practices and aesthetic considerations. Prerequisite, 11-12 or consent of instructor. Mr. Spear.

30S Conducting. A study of the conductor's basic approach to the musical score, both instrumental and vocal, dealing largely with the physical skills needed for effective non-verbal communication with a musical ensemble. Prerequisite, 11-12 or K101-102 or consent of instructor. Mr. Spear.

33F-34S Solo or Ensemble Performance III. A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrating enough growth in musical comprehension to justify further work in performance. The Department.

43F-44S Solo or Ensemble Performance IV. A continuation of

Music 33-34. Prerequisite, 33-34 and the consent of the Department. The Department.

Philosophy

11F Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Not open to seniors. The Department.

18S Political and Social Philosophy. Investigation of social and political concepts, with special emphasis on the concepts of legitimacy, equality, rights, and freedom. Not open to seniors. Mr. Simon.

21F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization, from early Greek times to the fall of Rome. Open to sophomores. The Department.

[22W] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 21. (Next offered 1976–77.)

23S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 21. The Department.

24F, S Symbolic Logic. A study of formal techniques for symbolizing arguments and evaluating inferences. 24F not open to freshmen. 24S not open to students concentrating in Mathematics. Ms. Ring.

[25W] Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techinques of conceptual analysis to such problems. (Next offered 1976–77.)

26W Philosophy of Natural Science. A study of selected topics in the philosophy of science, such as geometry and the nature of space, the distinction between observation and theory, and the nature and justification of inductive reasoning. Ms. Ring.

27W Types of Ethical Theory: 1776–1976. Intensive study of types of ethical theory from Kant to Dewey and their application to contemporary problems. Mr. Edel and Ms. Flower.

31F Islamic Thought. The faith, practices, history and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 31.) Mr. Blackwood.

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

33F Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores. Mr. Simon.

34S Contemporary Analytic Philosophy. A consideration of the important developments in twentieth-century Anglo-American philosophy, with practice in the application of techniques of philosophical analysis. Prerequisite, 23, or consent of the instructor. Mr. Kaufman.

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Religion 36.) Mr. Williams.

38S Philosophy of Law. Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Simon.

[41F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Religion 41.) (Next offered 1976–77.)

42S Seminar in Metaphysics. Advanced study of some principal metaphysical problems such as determinism and the nature of mind, with emphasis on recent work. Prerequisite, two couses in Philosophy or the consent of the instructor. Ms. Ring.

43S Seminar in the Foundation of Knowledge. An examination of contemporary theories of knowledge with special attention given to the bearing of those theories on the question of whether there is an ultimate foundation in logic, language, or experience for all knowledge. Prerequisite, two courses in Philosophy or consent of the instructor. Mr. Kaufman.

[45F] Seminar in Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two courses in Philosophy. (Next offered 1976–77.)

46F Contemporary Studies of Justice. A detailed analysis of the text

of John Rawls' *A Theory of Justice,* and discussion of its main critics. Prerequisite, two courses in Philosophy. (Offered in alternate years.) Mr. Simon.

Physics

11F-12S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Three hours of class and three hours of laboratory. The Department.

13F-14S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Differential and integral calculus introduced and used. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three hours of class and three hours of laboratory. The Department.

15S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. Mr. Pearle.

16F Introduction to Astronomy. A description of the universe starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Stellar observations and deduced characteristics. Structure of galaxies. Cosmology. Mr. Millet.

17W The Physics of Energy. A study of the physical laws and principles which apply to energy and to its sources and uses. Special attention to solar energy and wind power. Mr. Ring.

21F-22S Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles and particle systems, the two-body problem, wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14 or 11-12 and Mathematics 13-14. Mr. Millet.

23F Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, triodes, and transistors. Circuits ranging from diode rectifiers, triode amplifiers, transistor oscillators to operational amplifiers and integrated circuit adders and counters discussed in class and investigated in the laboratory. Prerequisites, Physics 13-14 or 11-12 and Mathematics 13-14. Three hours of class and three hours of laboratory. Mr. Pearle.

24F Electricity and Magnetism. Maxwell's Equations studied in both differential and integral form. Plane electromagnetic wave propagation in vacuum, properties of dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 13-14. Mr. Ring.

25S Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Applications to various physical systems. Prerequisites, 13-14, or 11-12 and Mathematics 13-14. Mr. Pearle.

26S Introduction to Astrophysics. A survey which integrates the observations of astronomy with physical theory. Solar system structure and laws, equations of stellar models, degenerate matter, cosmological models. Current problems. Prerequisite, 11-12 or 13-14. (Not open to those who have had 16.) (Offered in alternate years.) Mr. Millet.

[33S] Physical Optics. The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three hours of class and three hours of laboratory. (Next offered 1976–77.)

[35F] Atomic Physics. Experimental and theoretical introduction to atomic phenomena and the fundamentals of quantum mechanics. The electromagnetic interaction studied through such examples as the photoelectric effect and X-ray and optical spectra of atoms. The theory of the structure of simple atoms, in particular that of hydrogen. Prerequisites, 21-22 and 24. Three hours of class and three hours of laboratory. (Next offered 1976–77.)

36S Nuclear and Elementary Particle Physics. The principal properties of the atomic nucleus studied by applying quantum mechanics to nuclear models. Investigation of the strong, electromagnetic and weak interactions and their conservation laws. Prerequisite, 35 or 37. Three hours of class and three hours of laboratory. (Offered in alternate years.) Mr. Ring.

37F Quantum Mechanics. A formal development of the basic theory and applications to physical systems. Prerequisites, 21-22 and 24. (Offered in alternate years.) Mr. Pearle.

[38S] Solid State Physics. Study of the crystalline state of matter. Topics include periodic lattice structure, reciprocal lattice, lattice

dynamics, allowed electronic energy states, Brillouin zones and Fermi surfaces. Applications to such problems as semi-conductors and the dielectric and magnetic properties of solids. Prerequisites, 25 and 35. (Next offered 1976–77.)

[39F] Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisites, 21-22 and 24. (Next offered 1976–77.)

Psychology

10F, S Science of Mental Life. An introduction to the study of cognitive processes. Topics such as sensory processes, perception, learning, motivation, memory, thinking and language. Messrs. Gescheider and Gulick.

15S Principles of Experimental Psychology. Experimental study of animal and human behavior. Topics include conditioning, learning, motivation, memory and the physiological bases of behavior. Laboratory work includes experiments with humans and animals. Three hours of class and three hours of laboratory. Prerequisite, 10 or K111, 112 or 114.

21F Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in psychological research. Three hours of class and three hours of laboratory. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Mr. Herrmann.

22S Research Methods in Psychology. A study of research methods employed in contemporary psychology. Topics include instrumentation, experimental design, measurement and data analysis. Prerequisites, 15 and 21. (Offered in alternate years.) Mr. Gescheider.

25W The Cutaneous Senses. An investigation of the anatomy, physiology, and psychophysics of the cutaneous senses. An introduction to the basic principles of sensory information processing by an examination of pressure, temperature and pain sensitivity. Extensive laboratory work. Prerequisite, 10 or 15 or Biology 12 (Life Sciences 112). Enrollment limited to 12. Mr. Gescheider.

27F Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning and attentional processes in learning. Experiments with animal or human subjects. Three hours of class and three hours of laboratory. Prerequisite, 15. (Offered in alternate years.) Mr. Vaughan.

[28F] Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion,

memory and learning. Three hours of class and three hours of laboratory. Prerequisite, 15. (Next offered 1976–77.)

31W Advanced Statistical Analysis. Analysis of variance, non-parametric tests, factor analysis and multidimensional scaling as applied to specific problems of psychological data analysis. Prerequisite, 21. (Offered in alternate years.) Mr. Herrmann.

35F Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Gescheider.

38S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Herrmann.

39F Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 15 or 10. (Offered in alternate years.) Mr. Herrmann.

41S Special Topics in Experimental Psychology. Topic for 1976: An analysis of human consciousness from the perspective of physical science. Topics such as electrical stimulation of the brain, dream research, bio-feedback, and altered states of consciousness. Prerequisite, 27, 28, 35 or 38. Mr. Gescheider.

43F Historical and Theoretical Foundations of Contemporary Psychology. Historical and current psychological problems with particular reference to major theoretical positions. Prerequisite, three courses in psychology. Open to juniors. Mr. Vaughan.

Religion

10F Gods and Myths of Western Man. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. The manifestations of the sacred in the myths, rituals, doctrines, and institutions of Judaeo-Christian religion and of modern functional equivalents such as forms of nationalism, communism, and humanism. Mr. Miller.

11S Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present. Particular attention to the temporal, spatial, and dynamic aspects of the relation between man and what he conceives to be reality. Not open to juniors and seniors. Mr. Williams.

20F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law,

Prophets, and Writings. Special attention to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Open to sophomores. Mr. Williams.

21S The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Open to sophomores. Mr. Miller.

[23F] American Religious Thought: Puritanism to Neo-Orthodoxy. An historical study of important developments in American religious thought and life and of American civil religion from the beginnings to about 1930. Designed as a comprehensive introduction to Protestant theology and its cultural impact and to the religious aspects of American intellectual history. Open to sophomores. (Next offered 1976–77.)

25W Basic Christianity: Theory and Practice. Answers to basic questions about Christian belief and practice. Readings from different Christian perspectives, including the neo-evangelical liberal Protestant, and Roman Catholic, and observations of different modes of Christian worship and experience. Emphasis on students' work outside the classroom. Enrollment limited to 25. Mr. Miller.

26S Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Mrs. Williams.

30S Religion and American Literature. An analysis of American literature from the perspectives of the religious themes contained in it, including the covenanted community, apocalyptic, the success and failure of the American dream, and the problem of meaning in modern American life. Readings in Emerson, Melville, Twain, O'Connor, Baldwin, Saul Bellow, among others. Prerequisite, one course in Religion, American literature, or American history. Mr. Miller.

31F Islamic Thought. The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 31.) Mr. Blackwood.

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism.

Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

[34S] Religion, the State, and Violence. A study of the major perspectives in past and contemporary Western religious thought on the relationship between religion and the state and on the justifiability of war, revolution, non-resistance, and non-violence. Prerequisite, one course in Religion or consent of the instructor. (Next offered 1976–77.)

[35S] American Religious Thought: The Pluralistic Era. A study of American religious thought and life in the pluralistic setting of the twentieth century, with emphasis on selected major theological developments in Christianity, Judaism, and beyond, and on American civil religion. Readings in Niebuhr, Tillich, Herschel, Baum, Cox, and others. Prerequisite, one course in Religion. (Next offered 1976–77.)

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Philosophy 36.) Mr. Williams.

37F Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Prerequisite, one course in Religion or consent of the instructor. Mr. Tibbetts.

[38S] Religious Cults in America. The examination of social foundations, history and beliefs of various religious groups which have diverged from the mainstream of orthodox Christianity. Particular attention will be devoted to Mormonism, Seventh-Day Adventism, Christian Science, and the Jehovah's Witnesses. Field trips to area churches are among the course requirements. Prerequisite, one course in Religion or consent of the instructor. Alternates with 39. (Next offered 1976–77.)

39S Sectarianism. A study of conversion, revivalism and pentecostal phenomena in the contemporary American religious life. Attention also devoted to groups which emphasize the importance of spiritual experience, such as the Bahaï World Faith and the Society of Friends. Requirements include field trips to area churches and a project in which students evaluate in depth a religious sect or group of their choice. Prerequisite, one course in Religion or consent of the instructor. (Offered in alternate years.) Mr. Tibbetts.

[41F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions.

Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 41.) (Next offered 1976–77.)

43S The Attack Upon and Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in Religion, or Philosophy 21-22, or consent of the instructor. (Offered in alternate years.) Mr. Williams.

[44S] European Religious Thought in the 20th Century. An intensive study of selected works by such thinkers as Barth, Buber, Bultmann, Teilhard de Chardin, and Tillich. Special emphasis placed upon the development of a religious understanding of man. Prerequisite, two courses in Religion, or the consent of the instructor.

[45S] Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion. (Next offered 1976–77.)

46F Seminar in Theology. Topic for 1975–76: The Holocaust as a Theological Problem. An examination of the response on the part of Jewish and Christian thinkers to the destruction of between four and six million Jews by the Third Reich, focusing on the response to the Holocaust while it was occurring and the reflection that has followed. Consideration of the theological problem of the existence of Israel and of the persistence of anti-semitism in the West. Prerequisite, two courses in Religion. Mr. Miller.

47S Seminar in Asian Religions. Topic for 1975–76: Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 32 or 36, or History 14 and one course in Religion. Mr. Williams.

50W Senior Comprehensive. Conferences and seminars to prepare for a comprehensive examination taken by senior concentrators at the end of Winter term. The Department.

Romance Languages

FRENCH

11F First Term French. A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Four hours of class, and laboratory work. Mrs. Davis.

12F, S Second Term French. Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Four hours of class, and laboratory work. Mr. Cholakian, Mr. Moraud.

13F, S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Four hours of class, and laboratory work. Prerequisite, 12. Mrs. Cholakian, Mr. Davis.

15F Spoken French. Designed for students who plan to take advanced courses in French but do not believe they have sufficient competence in the spoken language. Building of vocabulary, exercises in pronunciation. Conversation, oral presentations, work with radio, records, tapes. Five hours of class, and laboratory work. Class limited to 15 students. Prerequisite, 13 and consent of the instructor. Mr. Moraud.

16W Paris: Winter Term. Small language classes daily for pronunciation and conversation. Scheduled visits to monuments and museums in and around Paris. Attendance at plays and concerts. Oral and written reports, and examinations. Housing with French families. Extra cost. Prerequisites, French 12 or consent of the Department. The Department.

17W French Phonetics. Study of French pronunciation and intonation. One hour a day of theory and two hours a day of practice in the laboratory. General tendencies of spoken French with concentration on special problems of Americans. Classes five days a week. Enrollment limited to 20. Prerequisite, French 12 or consent of the instructor. Mr. Davis.

20F, S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mr. Cholakian.

21F, S Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mr. and Mrs. Cholakian, Mr. Moraud.

25F Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. Mr. Davis.

30S French Classicism. Study and analysis of important texts of the 17th century. Written and oral reports and *explications de textes*.

Taught in French. Prerequisite, any 20-level course or consent of the Department. Mrs. Cholakian.

31F The Age of Enlightenment. Study and analysis of 18th century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Offered in alternate years.) Mr. Cholakian.

32F Nineteenth Century French Novel. Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and oral reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

33S Twentieth Century French Prose. Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Offered in alternate years.) Mr. Davis.

[34S] French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Next offered 1976–77.)

35F Contemporary French Theater. Major French dramatists of the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Davis.

36S The Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Offered in alternate years.) Mr. Cholakian.

37S Special Topics. 1975–76: Novels in Film. Study of about ten 19th and 20th century French novels and their adaptation to the cinema, with a view to assessing the basic differences between the two media. Lectures, discussions and written reports. Taught in French. Prerequisite, 32 or 33 or consent of the Department. Mr. Moraud.

[38] French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department.

39S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Pre-

requisite, any 20-level course or consent of the Department. Mrs. Davis.

[40S] Medieval French Literature. Brief introduction to old French; reading selections from important authors, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Next offered 1976–77.)

50S Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. The Department.

SPANISH

11F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four hours of class, and laboratory work. Mr. Medina.

12F, S Second Term Spanish. Further work in aural comprehension, speaking, reading and writing. Four hours of class, and laboratory work. Prerequisite, 11. Messrs. Tato and Medina.

13F, S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Four hours of class, and laboratory work. Prerequisite, 12. Messrs. Tato and Medina.

16W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports, examination. Housing with Spanish families. Extra cost. Prerequisite, 12 or consent of the Department. The Department.

21S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

23F Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation, based on selected reading. Written exercises. Taught in Spanish. Prerequisite, Spanish 13 or consent of the Department. Mr. Tato.

[24S] Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. Emphasis on the poetry, culture and beliefs of the Latin-American Black, with reference to the Indian and to the Mexican Revolution as reflected in Spanish-American literature. Outside reading and discussion. Taught in Spanish. Prerequisite, 13 or consent of the Department.

25F Spanish Civilization. A study of the culture of Spain, including history, painting, music and the development of modern Spanish character, with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

[26F] Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Taught in Spanish. Prerequisite, 13 or consent of the Department.

30F Spanish Theater of the Golden Age. Study of important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading and written reports. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

[31F] Golden Age Prose. Study of major works of the 16th and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

[33S] Romanticism. Study of Romantic drama, poetry and prose, including Lârra, the Duque de Rivas, Zorrilla, Bécquer and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

35S The Realistic Novel. Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdos, but including novels by Alarcón, Valera, Pardo Bazán, Clarín and Blasco Ibañez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

[36] The Generations of 1898 and 1927. The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

37S Special Topics. 1975–76: The Contemporary Short Narrative in Latin America and Spain. A comparative study of stylistic techniques and thematic preoccupations in the works of the most outstanding authors of the last thirty years. Discussions, outside reading and written work. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

50S Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. The Department.

Russian

11F First Term Russian. An introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work.

12S Second Term Russian. Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class and laboratory work. Prerequisite, 11.

13F Third Term Russian. Systematic review of structure with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 12, or consent of instructor.

20S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 13, or consent of instructor.

[21F] Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13, or consent of instructor. Alternates with 23. (Next offered 1976–77.)

23F Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13, or consent of instructor. Alternates with 21.

[25fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government K213. Offered alternate years. Extra cost. Limited enrollment. (Same as History 25fW.) (Next offered 1976–77.)

32S Soviet Literature. Readings, discussions, and reports in Russian on selected 20th century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 20, or consent of instructor. Alternates with 18.

RUSSIAN LITERATURE IN TRANSLATION

[18S] Russian Literature in the Soviet Period. A survey of twentieth century Russian prose fiction in translation, including some of the major works of Gorky, Andreyev, Babel, Sholokhov, Leonov, Pasternak, and Solzhenitsyn. (Alternates with 32. Next offered 1976–77.)

Speech

10F, S Introduction to Speech. A study of theory and practice in Speech from its classical foundations to the present. Readings in rhetorical theory from Plato and Aristotle to Richards and McLuhan. Practitioners of public address in American history. The Department.

11F, S Public Speaking. Introduction to practice in spoken communication. Training in research, organization, writing, and delivery of speeches. Oral and written criticism. Private conferences with instructor. Videotaping when practicable. Prerequisite, 10, or junior status. The Department.

[21S] Advanced Public Speaking. Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Use of videotape equipment. Special emphasis on criticism. Prerequisite, 11 and consent of instructor. (Next offered 1976–77.)

23W-24S Forensic Rhetoric. Winter term for concentrated reading of great pleaders and forensic rhetorical theory. Work in criticism of legal arguments in British and American history. Spring term for performance resulting from hypothetical cases, actual preparation of briefs and arguments, and presentation of cases in "court." Opposing of advocates in same cases. Open to sophomores. 24 may not be taken as a separate course. (Offered in alternate years.) Mr. Wright.

31F Readings in Public Address. Readings in great speeches selected from Western history. Where possible, use of audiotape and videotape. Study of language, argument, and delivery. Practice in criticism. Open to sophomores. (Offered in alternate years.) Mr. Wright.

32S Problems in Contemporary Communication. Examination of the processes of oral communication (interpersonal, intercultural, and interethnic) as affected by electronic media and modern research in semantics and anthropology. Special emphasis on communication techniques in advertising and public relations and on current controversies between government and the broadcasting industry. Open to sophomores. Mr. Todd.

34F The Rhetoric of American Reform. A study of the persuasion and the organizational techniques used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, and Civil Rights. Open to sophomores. Mr. Todd.

[35F] The American Audience. A study of the American as listener. Research into some of the influences (sociological, psychological) on American listening habits. Efforts to describe the American audience

and to arrive at some informed speculation on implications for personal and public communications in contemporary society. Open to sophomores. (Next offered 1976–77.)

[40F] The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign with special attention to the ways in which issues are identified and set forth. Prerequisite, 11. (Offered only in presidential election years.)

campus

LOCATION

Kirkland College and adjacent Hamilton College are situated near the center of New York State, ten miles from the city of Utica, one mile from the village of Clinton and six miles from New York State Thruway Exit 32. The Oneida County Airport (Utica/Rome), is served by Allegheny airlines and is eleven miles from the campus.

FACILITIES

The KIRNER BUILDING and the adjoining JOHNSON BUILDING house seminar rooms, classrooms, a botany laboratory and other science facilities, the Emerson Library, student study carrels, faculty and administrative offices, and a 200-seat lecture hall for academic presentations. The Fred L. Emerson Library holds a basic reference collection, open and closed reserve reading for Kirkland courses, general journals and newspapers, and the McIntosh Collection on Women.

The LIST ARTS CENTER has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; rehearsal halls and practice rooms for music; a dance studio; exhibition areas;

classrooms; faculty offices; projection and recording facilities; and an electronic music studio.

McEWEN HALL is Kirkland's central building and houses the admission office, several administrative offices, a classroom, a formal reception area, a cinema lab, a dining hall, a television lounge, the Kirkland mail center and the coffee house.

An AUDITORIUM/THEATER is projected. It will be a connecting link between McEwen Hall and the List Arts Center, architecturally completing the academic complex and giving access to professional rehearsal and performing space for students working in drama, music and dance. It will have the additional benefit of providing an on-campus facility capable of attracting cultural programs of regional and national stature.

SHARED FACILITIES ON THE HAMILTON CAMPUS

The AFRO-LATIN CULTURAL CENTER affords facilities for the presentation of the Black and Puerto Rican perspective through discussions, lectures, art exhibits and similar educational, cultural and social events. The Center is open to all members of the Hamilton and Kirkland communities.

The BRISTOL CAMPUS CENTER serves all members of the Kirkland and Hamilton communities. The Center's facilities include a large snack bar, six bowling lanes, billiards, table tennis, the College bookstore, laundromat, lounges, meeting rooms, offices for student organizations and guest rooms. Many of the meeting rooms are also used for classes. In addition, the building provides gallery space for several student and professional exhibitions during the year.

The BURKE LIBRARY houses the library collections for Hamilton College and Kirkland College. The new $5.4-million building, completed in 1972, gives Kirkland and Hamilton one of the outstanding library facilities in the nation. The Burke Library has been designated by the Central New York Library Resources Council as the Bibliographic and Reference Center for a four-county region.

The library collection numbers 325,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material. A great deal of additional material is available through interlibrary loan arrangements with other libraries.

Students have free access to the stacks and are instructed in the use of catalogs, bibliographies, reference works and in other research techniques. Research desks for students undertaking independent studies and term papers are provided. Books may be borrowed for a full semester and no library fines are imposed.

Noteworthy among the library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Alumni Collection, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel and the Walter Beinecke West Indian Collection.

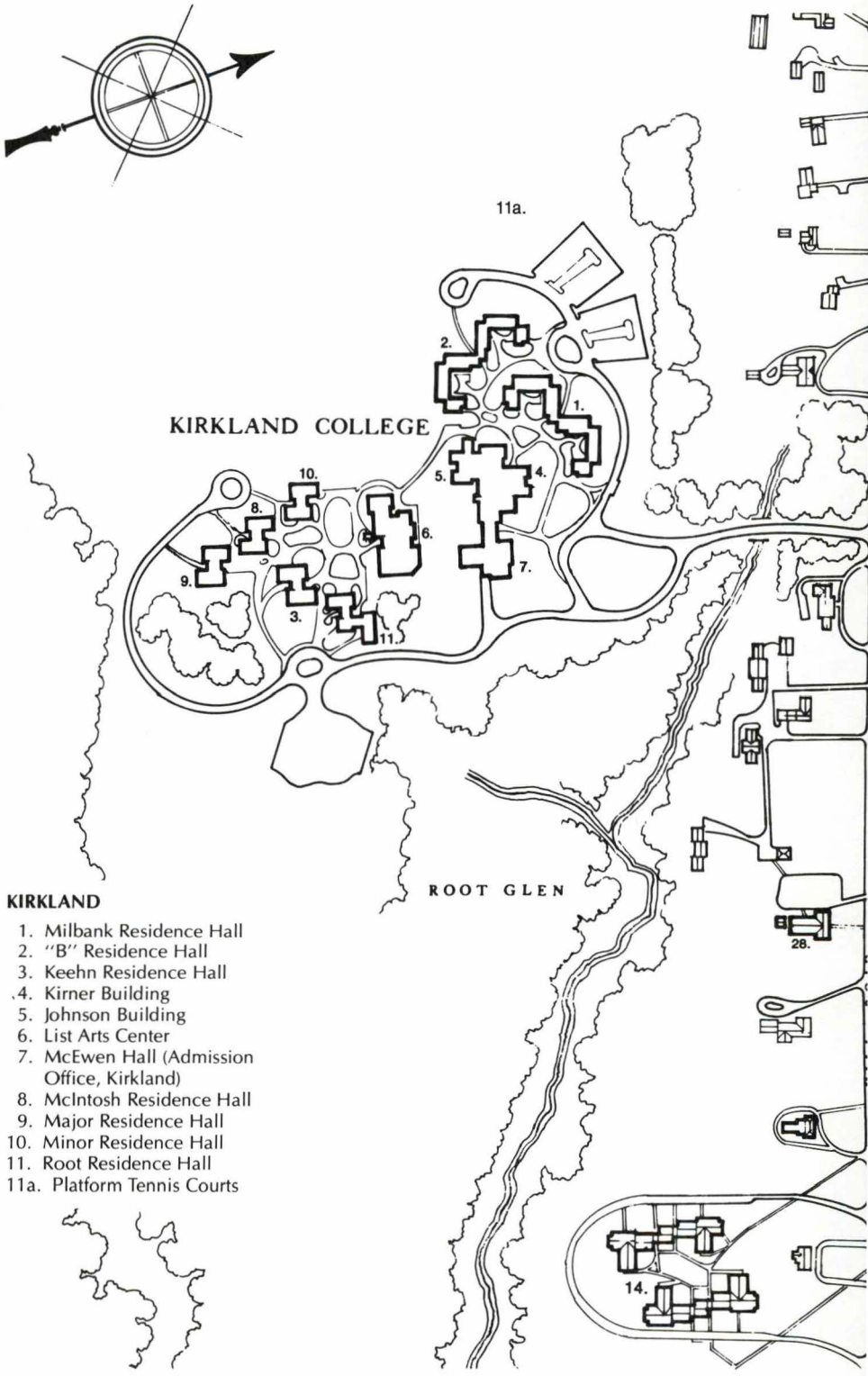
The CHAPEL, designed in 1827 by Philip Hooker, is a fine example of Federal architecture. Located at the center of the Hamilton campus, it is utilized by both Colleges for religious services and public assemblies, concerts, and lectures.

The COMPUTER CENTER for Hamilton and Kirkland is located on the lower level of the Burke Library. Campus computer services are provided by a combination of a local NCR 101 computer system and a 24-hour-a-day remote line to Cornell University's IBM 370–168 computer system. This gives the College communities access to the full capabilities of the most powerful IBM system currently in operation.

The Center offers short courses to students and faculty to prepare them for use of the system and assists them in the preparation and implementation of their projects. Through the Computer Center continuing efforts are being made to use the computer as an integral part of the curriculum.

The MINOR THEATER is a complete remodeling of a building long on the Hamilton campus. It is used for student-run undergraduate productions and college-sponsored work in drama. The basement contains the studios of the Colleges' radio station, WHCL-FM.

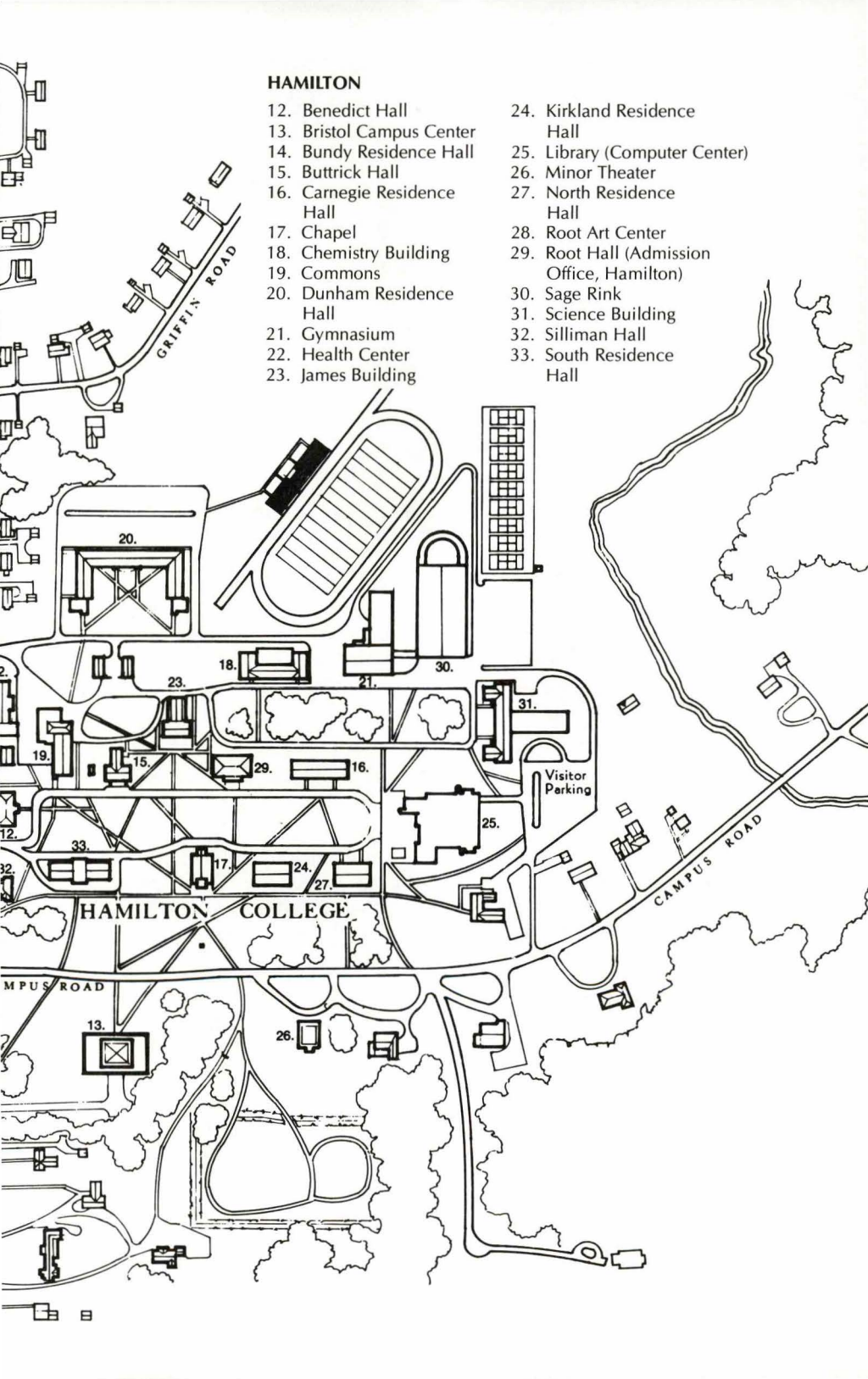
The RUDD HEALTH CENTER, open 24 hours a day, provides two physicians, a full-time clinical psychologist, a consulting psychiatrist, four full-time and five part-time registered nurses as well as a full time X-ray/laboratory technician to the Kirkland and Hamilton communities. The Health Center contains two four-bed wards, three two-bed rooms, and a small emergency room for casts, sutures and minor surgery. There are four treatment rooms containing a whirlpool, microwave and EKG, resuscitator, stomach pump as well as a laboratory and X-ray darkroom.



KIRKLAND

1. Milbank Residence Hall
2. "B" Residence Hall
3. Keehn Residence Hall
4. Kirner Building
5. Johnson Building
6. List Arts Center
7. McEwen Hall (Admission Office, Kirkland)
8. McIntosh Residence Hall
9. Major Residence Hall
10. Minor Residence Hall
11. Root Residence Hall

11a. Platform Tennis Courts


HAMILTON
12. Benedict Hall
13. Bristol Campus Center
14. Bundy Residence Hall
15. Buttrick Hall
16. Carnegie Residence Hall
17. Chapel
18. Chemistry Building
19. Commons
20. Dunham Residence Hall
21. Gymnasium
22. Health Center
23. James Building
24. Kirkland Residence Hall
25. Library (Computer Center)
26. Minor Theater
27. North Residence Hall
28. Root Art Center
29. Root Hall (Admission Office, Hamilton)
30. Sage Rink
31. Science Building
32. Silliman Hall
33. South Residence Hall
GRIFFIN ROAD
HAMILTON COLLEGE
CAMPUS ROAD
Visitor Parking

community governance

Kirkland sees education as a process of individual development in which the academic and the largely personal are inseparable.

The assumption of the College in the academic realm is that insight—intellective knowledge— is the product of disciplined study centered upon course work, that ideas are rarely the exclusive product of any one discipline, and that emphasis on the interrelatedness of disciplines can produce a unique kind of intellectual sophistication. Beyond these considerations there remains the question of the limits of the educational process. To quote from a report of The Hazen Foundation, "To split 'intellectual' from 'other' development seems highly analytic, for in practice, when dealing with an individual, it becomes virtually impossible to separate intellectual from moral and emotional growth."

The College demands much of the individual student from the beginning, believing that our society has generally tended to underestimate the ability of young adults to act responsibly when given genuine, rather than token control of their own behavior.

Kirkland is an institution of higher learning uniquely dependent upon the active involvement and commitment of the people who

are a part of it. Both students and faculty are voting members of seven standing committees of the Board of Trustees, and in the Kirkland Assembly, the College's legislative body, faculty and students share the responsibility for establishing regulations that embrace the social, cultural and academic aspects of the College.

With the ratification of the Kirkland Constitution in 1969 and subsequent creation of the Assembly, an initial statement was made about the participatory nature of the Kirkland community and the belief that Kirkland students have the maturity to join in the conduct of the College's affairs. Policy in regard to such matters as admission, curriculum, degree requirements and student life is discussed and voted upon in the Assembly by student and faculty representatives. Their actions, in most cases, are subject only to the review of the Board of Trustees or the President acting on the Board's behalf. Curriculum decisions are also subject to the review of the Division or Divisions concerned.

A major community review of Kirkland's governance system, to conclude in January 1976, is currently in progress. The Steering Committee of the Assembly will keep the College community informed of any proposed changes.

student life

Kirkland's primary goal is to provide as fine an academic program as possible for its students. It is the task of the Student Affairs Office to complement that function—to help create an environment for optimal intellectual and personal growth. Working together with students on various Assembly committees, the Student Affairs Office forms College policy in regard to residential life, counseling, coordination and women's programs.

RESIDENCE HALLS

Each of Kirkland's seven residence halls includes student living quarters, a seminar room and a faculty resident. This arrangement encourages the informal association of faculty and students, and reflects the College's belief that arbitrary lines between curricular and noncurricular life are unnecessary and are to be avoided.

There are two types of residence halls. Major, Minor, McIntosh, Keehn and Root Halls house between 40 and 90 students each. They are divided into "half-floors" containing four single and four double rooms. Each of the halls has its own public area for guests and gatherings, a small informal lounge on each upper floor and

kitchens for snacks and occasional meals. Milbank and "B" are much larger and are arranged in six-to-eight-student suites. Each suite has one double and either four or six single rooms, as well as its own kitchen and living-dining room. Students are responsible for the care of their own rooms.

One residence hall at Kirkland is a cooperative housing unit. Keehn Hall houses 24 women and 23 men who share cooking and maintenance responsibilities. The cooperative living plan was initiated by a group of Kirkland students and faculty, endorsed by the Board of Trustees and the Assembly and aided by funds from the New York State Dormitory Authority.

Two dormitories, Milbank and Root Halls, have co-ed sections which house 29 Hamilton students. Together with Keehn Hall, this brings the total number of Hamilton students living on the Kirkland campus to 52 men. Likewise, 50 Kirkland students live on the Hamilton campus in North, South and Carnegie Halls.

STUDENT ADVISERS

Each entering student is assigned a student adviser who was chosen for her understanding of Kirkland and for her concern for the quality of residential life at the College. Student advisers work closely with the Dean of Student Affairs and can help new students adjust to life at Kirkland.

HEALTH

Kirkland and Hamilton share the Thomas Brown Rudd Health Center. The Health Center, open 24 hours a day, provides two physicians, a full-time clinical psychologist, a consulting psychiatrist, four full-time and five part-time registered nurses as well as a full-time X-ray/laboratory technician. Comprehensive gynocological services are available to Kirkland students both directly through the Health Center and through consultants in the Utica area. Excellent specialized medical care can be obtained in Utica and consultations with specialists are arranged as needed. The Health Center will assist the student in scheduling appointments with specialists. Fees for specialists are the student's own responsibility.

Charges

Payment of the overall fee (see "Overall Fee" section under Finances) entitles students to all the services which are offered by the Health Center. The student is charged for medicines which cost in excess of $1.50 and for some laboratory tests. A list of specific charges may be found in the *Student Handbook*.

Off-campus medical services are not included in the overall fee, and friends of students may be treated only as private patients. Inpatient board is not included in the overall fee and is charged at the current rate, unless the student is on the College food plan, in which case she will receive credit for meals missed while in the Health Center. It should be noted that the student is responsible for all care given outside the Health Center with the exception of injuries sustained during participation in scheduled school athletics.

Accident Insurance

Group accident insurance is extended without separate charge to all regularly enrolled students who pay the overall fee.

The Basic Plan will cover the actual cost of up to $500 of any medical or surgical treatment, including hospitalization, the services of trained nurses and other necessary medical charges that may be required as the result of an accident. Excluded, however, are all such charges that may be incurred at the College operated Health Center and those accruing from dental X-rays. There is a $50 deductible clause applying to each accident except those injuries received in varsity sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the College has a Major Medical Plan. Under this plan, the student is covered under a policy which pays 80% of expenses resulting from an accident and in access of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs *ten months,* September through June, for all accidents whether sustained at the College or elsewhere. All bills and charges in connection with a given accident must be presented to the College within two years of the time of the incident. Please note that this insurance coverage is for *accidents only.*

To be assured of twelve-month protection and coverage of illness beyond the provisions of Kirkland's ten-month health services, a student should be included under her family's health insurance plan.

Except as described above, the College assumes no responsibility for medical or health services to students.

Health Information Form

Each student must complete a self-administered "Health Information Form" prior to fall registration. This information is reviewed by the college physician and provides basic data for future care and treatment.

JOBS/PLACEMENT

The College makes every effort to open a variety of campus jobs to students and to assist in the search for summer jobs that can provide some measure of useful experience. Students are encouraged to project possible post-graduate plans as soon as possible and to inform the College of those plans, no matter how tentative, so that advice and counsel can be made available. Students should consult their advisers, the Dean of Academic Affairs and the Career Center. In combination, these resources can help to bring goals into sharper focus, outline a program of work and study supporting those goals and direct students to appropriate opportunities for study and/or employment after graduation.

Information on employment and materials on graduate study are located at the Career Center, a joint office serving both Colleges. Students should realize that the Career Center is the clearing house for all job opportunities made known to the College—permanent, summertime, part-time, on-and-off campus. Directories, indexes, vocational files and general information on industries, government agencies and school systems are at hand along with graduate school catalogs and brochures on foreign and summer study. During the fall, on-campus interviews are scheduled with representatives of various graduate and professional schools; in the spring, interviews are scheduled with major employers visiting the campus.

So that students have the opportunity to explore fields of interest "first-hand," the Career Center has developed a career exploration program involving several hundred Hamilton Alumni and Kirkland Alumnae and Associates. These people wish to provide information about various aspects of their professional roles. They have indicated a strong interest in talking with students, giving suggestions for internships, and obtaining advice and leads for summer and post-graduate employment. They will also participate in on-campus career seminars.

To aid students with references and career information after graduation the Career Center will maintain, at the student's request, a placement file. Students are urged to consult with the Director of the Career Center, Bunny Lieberman, for assistance in developing plans for future study or employment.

WATROUS PRIZES

The George A. Watrous Prizes are awarded annually to those students at Kirkland College whose manuscripts in the categories of poetry, fiction and literary criticism are judged the best to be submitted in competition. The prizes, in the form of cash awards, are made

possible through the generosity of Mrs. Edgar W. Couper of Binghamton, New York, and are established in memory of her father, the late George A. Watrous. $75 is awarded to winners in each of the categories and an additional $25 is awarded to the winner whose work is considered most promising.

Selection of the winners is made by a panel of at least three judges appointed annually from the Kirkland faculty. The judges reserve the right not to make an award in any category in a year in which the entries, in their opinion, do not warrant such recognition.

Requirements for submission of manuscripts and the system by which the authors remain anonymous to the judges during the selection process will be announced annually. Selection of the winners will be made during the second semester.

RELIGION

The religious program of Kirkland and Hamilton reflects the diversity of interest within the community. Two college chaplains are available for personal counseling. The Interfaith Forum, made up of students and faculty working with the chaplains, sponsors a variety of religious and social activities. Congregations in Clinton and Utica represent all major denominations and the Dean of Student Affairs Office maintains an updated schedule of local services. Home hospitality is arranged with families in Utica, New Hartford and Clinton for Jewish students during the High Holy Days. (For further information, contact the Office of Student Affairs.)

ATHLETIC PROGRAM

Kirkland has an entirely voluntary program in athletics. A Coordinator of Athletic Activities and a full-time instructor/coach provide instruction, coach athletic teams and organize other athletic activities. Instruction is offered, on a co-ed basis where appropriate, in tennis, swimming, badminton, volleyball, self-defense, physical fitness, ice skating and golf. There are intramural opportunities in swimming, track, volleyball, badminton and softball as well as informal co-ed soccer. The College fields a varsity and junior varsity tennis team and an intercollegiate field hockey team.

For those with a special interest in the out-of-doors, the Outing Club (for a small membership fee) offers a wide variety of seasonal activities such as canoeing, hiking, skiing, snow shoeing and tobogganing as well as the opportunity to borrow from its well stocked equipment room. Most Hamilton sports facilities, including a golf course, swimming pool, tennis and squash courts, baseball diamond and skating rink, are open to Kirkland at specified hours. Kirkland has two

all weather platform tennis courts which are open night and day on a sign-up basis. Area facilities are used for horseback riding and sailing.

EXTRACURRICULAR ACTIVITIES

The range of extracurricular activities at Kirkland is as broad as the interests of the students who initiate the activities. They now include a student-run coffee house, the Women's Center, a literary magazine, a yearbook, several musical groups, the Hamilton-Kirkland Choir and the Hamilton-Kirkland Brass Choir. There are also numerous other Hamilton-Kirkland joint activities, including *The Spectator,* the Colleges' weekly newspaper; WHCL, the Colleges' radio station; and an annual folk festival. The Black and Puerto Rican Union operates as part of the Afro-Latin Cultural Center. There are four film societies at Kirkland and Hamilton, including a women's film society, which show weekly films. In addition to drama and dance within the Arts Division, there are extracurricular dramatic productions and modern dance classes. For a complete listing of extracurricular activities, see the *Student Handbook.*

There are no sororities at Kirkland College.

AUTOMOBILES

Student cars on the Kirkland campus are limited to the number of parking spaces available. These spaces are assigned first to seniors, then to juniors, and then to sophmores and freshmen. Few spaces, if any, are available to sophomores and freshmen, except, of course, for those with physical disabilities.

All cars parked on campus must be registered at the Office of Institutional Affairs and must bear a bumper sticker as a sign of that registration. Evidence of ownership and insurance is required for registration. The registration fee is ten dollars. Owners of unregistered cars must make private arrangements for off-campus parking.

Unregistered cars and those parked in areas where parking is not allowed will be ticketed and, if necessary, towed away at the owner's expense.

admission

Kirkland actively seeks a diverse student body representing all races, creeds and backgrounds. The College admits women who show evidence of intellectual commitment, self-motivation and solid academic achievement. The curricular structure of the College includes seminars, lectures, independent study, field projects and options for work-study, all of which require a high degree of intellectual stamina and self-discipline.

CREDENTIALS

Kirkland expects a strong secondary school academic program usually including four years of English, four years of a foreign language, three years of mathematics, two years of social science and two years of laboratory science. Course work varying from this pattern is acceptable, provided that it represents a solid college preparatory program. The Admission Committee takes into consideration the academic depth of each applicant's secondary school background.

Applicants should take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board no later than January of their senior year. While the Admission Committee considers the SAT very useful in evaluating applications, it is the policy of

the Committee not to pre-screen applicants through the use of cut-off scores. Although not required, Achievement Tests are very useful and may be submitted in support of an application. Students are encouraged to take the English Achievement Test. (The CEEB code number for Kirkland College is 2349.)

Foreign students are required to take either the Test of English as a Foreign Language (TOEFL) or the SAT.

Applicants often submit a portfolio or tape of their work, especially if they are planning to concentrate in the arts. Portfolios must include a minimum of 12 slides of *completed* work. Tape recordings may be submitted either in cassettes or open-reel format. If open-reel, they should be 1/4 inch, no thinner than one mil and recorded at 7 1/2 i.p.s. Portfolios and recordings will be evaluated by the Arts Division faculty. Students who wish to speak to a member of the Division about their work *must make an appointment in advance through the Admission Office.* Postage-paid return envelopes should be provided if work is to be returned.

Additional application material consists of a high school transcript, transcripts of any college courses taken, letters of recommendation from a guidance counselor and two teachers, and an example of expository prose written as a class assignment.

INTERVIEW

An interview is extremely helpful to both the candidate and the College. Unless the distance is prohibitive, each applicant should make arrangements for such an interview on the Kirkland campus by writing to the Admission Office, which is open Monday through Friday from 9:00 a.m. to 4:30 p.m. During the academic year, the office is open from 9:00 a.m. to 12:00 noon on Saturday mornings and on Saturday afternoons by special appointment. Except in a case of unusual circumstances, no interviews are scheduled from March 1 to mid-April. This is in order that all applications may be given proper attention and consideration.

The Admission Office recommends that a prospective student plan to visit the campus while classes are in session. The College prefers that a student have her admission interview during her senior year, since senior interviews are most useful to both the candidate and the Admission Committee. However, exploratory visits from juniors are welcome. If a prospective student feels that she will be unable to return to the College for a senior year interview, she should request an interview at an earlier time.

Since the Admission Office staff will be traveling to various parts of the United States, and since a number of Kirkland's graduates have

been asked to interview prospective students, we are able to give off-campus interviews to some applicants. Any applicant unable to visit the campus should write to the Admission Office as early in the fall as possible to ask for an interview near her home.

TRANSFER ADMISSION

Students who have completed no more than two years at another college may apply as transfers to Kirkland. A transfer applicant should have a strong academic record at the institution she is currently attending.

MID-YEAR ADMISSION

Kirkland will accept applications from both freshmen and transfers who wish to enroll for the spring term of the academic year.

DEADLINES	*Application Deadline*	*Decisions Mailed*
Freshmen		
To enroll spring term	December 1	December 15
To enroll fall term	March 1	April 15
Transfers		
To enroll spring term	December 1	December 15
To enroll fall term	March 15	April 15

When a student's application is complete, the Admission Office will notify her by postcard. Until an applicant receives this notification, she may assume that some part of her application is missing.

EARLY DECISION

An Early Decision Plan is available to students who are certain that Kirkland is their first choice. Each Early Decision candidate will receive a decision two weeks after her application is complete. If accepted, she must withdraw all previously filed applications and agree not to apply elsewhere.

Students may apply for Early Decision until February 1. After that date, an incomplete Early Decision application will automatically be considered a regular application.

EARLY ADMISSION

Kirkland firmly believes that most students profit from the full four years of secondary school. However, able and mature candidates who wish to complete their high school program in three years are welcome to apply. In evaluating Early Admission applications, the

Admission Committee looks for a strong academic record and evidence that the applicant is intellectually and emotionally mature enough to take full advantage of the autonomy and responsibility inherent in a student's role at Kirkland. An interview is *required* of all Early Admission candidates.

Students who are applying for Early Admission may not apply under the Early Decision Plan.

DEFERRED ADMISSION

The Deferred Admission program was established to accommodate students who wish to postpone college because they have made other plans for the academic year following their graduation from high school. An applicant interested in this program should follow the regular application procedure. She should express her interest in deferring admission either at the time of application or when she receives the offer of admission. A Deferred Admission applicant is notified of the Admission Committee's decision along with regular applicants in the spring; a commitment deposit is due at that time.

ADVANCED PLACEMENT

Advanced placement and/or credit may be given to well-qualified students on the basis of excellent secondary school work, honor grades on the Advanced Placement Examinations of the CEEB and other appropriate evidence. (See page 20, "Credit by Examination.")

VISITING STUDENT PROGRAM

Kirkland is happy to accept applications for Visiting Student status. A Visiting Student is admitted to Kirkland for one semester or a year on the basis of work completed at another college. She matriculates for a full course load, lives in the Kirkland dormitories and participates fully in the life of the College. The Dean of Academic Affairs will function as the adviser of a Visiting Student except when it seems appropriate to refer her to a faculty member in the student's field.

Applications (available from the Admission Office) must be submitted by December 1 for spring semester. Applications must be submitted by March 15 for fall semester. Applicants will be notified of acceptance decisions by December 15 and April 15.

A Visiting Student who subsequently decides to apply for transfer admission must follow the procedure described above. In such a situation, a Visiting Student has no particular advantage over any transfer applicant.

GUEST SENIOR PROGRAM

Under special circumstances a student may apply to be a Guest Senior at Kirkland. This means that while a student from another college may attend Kirkland during her senior year, she does so as a member of another college. She must make arrangements with her own college to fulfill its requirements and to receive permission to graduate from her college after completion of her senior year at Kirkland. A Guest Senior does not receive a Kirkland degree.

KIRKLAND FOR ALL WOMEN

Kirkland welcomes applications from women of all ages. The Kirkland for All Women Program is a special admission and counseling structure for women who are contemplating either starting or completing their college education after they have been out of school for some length of time.

All Kirkland and Hamilton courses are open to the students in the program. These students may study part-time or full-time; they may take one course or as many as four. Under this program, women may apply for admission as B.A. candidates or as special students who wish to take courses for credit without matriculating. Women who are not seeking credit for their studies may audit courses.

Further inquiries should be directed to the Director of the Kirkland for All Women Program, Cynthia Allen. (For information concerning tuition and financial aid, see Finances.)

HIGHER EDUCATION OPPORTUNITY PROGRAM

Kirkland participates in the New York State Higher Education Opportunity Program (HEOP) which is designed to provide a wide range of services to qualified applicants who, because of educational and economic credentials, would otherwise be unable to attend college. These services include a summer session in preparation for admission to college, counseling services and tutoring. Kirkland College financial aid funds are available to students admitted under HEOP.

finances

EXPENSES

Overall Fee

Payment of Kirkland's overall fee entitles a student to tuition, room and board, certain health services and official student activities. It does not include charges for certain non-curricular activities such as horseback riding, which must be arranged for on an individual basis. For a full-time resident student the overall fee is $4,975; for a full-time non-resident student, $3,525. College semester bills are mailed directly to students July 15 and early in December. Checks should be made payable to Kirkland College and mailed to the Kirkland College Business Office, Clinton, New York 13323. Payments must meet the following schedule:

Fees 1975–76	*Resident*	*Non-Resident*
On or before April 1975	$ 500.00	$ 500.00
On or before August 15, 1975	1,987.50	1,262.50
On or before January 20, 1976	2,487.50	1,762.50
Total	$4,975.00	$3,525.00

Student billings allocate the total cost to the following categories:

	Per Semester	*Per Year*
Tuition and Fees	$1,762.50	$3,525.00
Room	350.00	700.00
Board	375.00	750.00
Total	$2,487.50	$4,975.00

Note: For cost purposes Winter Study is included in the first semester. Students beginning in the second semester with Winter Study will be charged an additional $325 for that period.

Increases

The current policy of the Kirkland College Board of Trustees is that the College must make periodic fee adjustments to compensate for rising costs. Notices of such changes are normally given in the preceding academic year, and insofar as possible, the College makes compensatory adjustments in financial aid to current and incoming students who apply and qualify for such aid.

Commitment Deposit

The commitment deposit is required of incoming students in the amount of $250 and should accompany the applicant's acceptance of the College's offer of admission.

Matriculation Fee

An annual $500 non-refundable Matriculation Fee is required of all currently enrolled students in order to reserve a place in the next academic year's class. The fee is applied toward the fall semester charges and payment is due by April 1. Payment of the fee assures the student that her plans for the fall semester will be completely reviewed in the Registrar's Office during preregistration in April. Otherwise, course cards are not processed, the student's name does not appear on class lists for acceptance by the professor, nor does the student receive notice of her official course registration.

Damage Deposit

Before a room will be assigned for the coming semester, a total of $50 must be on deposit in the student's name. This deposit is carried from year to year in a separate account. It cannot be applied toward semester charges, and it must be replenished when charges are levied against it—for loss of keys, fines, breakage, property or room damage—so that at all times the deposit is maintained at $50.

The cost of repairs due to abnormal damage will be charged against the individual or individuals responsible for the damage. When culpability cannot be determined, the cost will be levied equally against all residents using the area in common, which in some cases may be defined as the entire dormitory.

The $50 deposit is not to be taken as a limit of liability; the full cost of repairs, even if it exceeds $50, will be charged against the appropriate student accounts as outlined above.

The deposit less reductions will be refunded upon graduation. Refunds will also be made to students withdrawing or going on leave if notice of official leave or withdrawal for the coming year is received in the Dean of Student Affairs Office before April 1.

Responsibility for administering the College's policy on room damage rests with the Director of Residence. The Kirkland Assembly Legislative Handbook contains a full and detailed statement of this policy, on page 57, at VI, 9 Student Life Motion 74/75-1.

Note: Damage deposits will be placed in a special interest bearing account and interest is credited annually to the student's account less 1% per annum to cover administrative costs.

Graduation Fee

There is a $20 Graduation Fee required of all seniors. The fee is charged to the second semester bill.

Refund Policy

All refunds to a student withdrawing from the College will be based upon the date on which the student, her parent or guardian notifies the Dean of Academic Affairs of her withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness or who are dismissed during any semester is stated below. No other refunds are possible.

TUITION. That portion of the overall fee allocated to tuition is refunded as follows:

(1) Withdrawal or dismissal during the first two weeks of the semester: 80% of semester tuition.

(2) Withdrawal or dismissal during the first four weeks of the semester: 40% of semester tuition.

(3) Withdrawal or dismissal during the first six weeks of the semester: 20% of semester tuition.

(4) After six weeks: no refund.

BOARD. The College prorates that portion of the overall fee allocated to board.

ROOM DAMAGE DEPOSIT. Refund will be made as previously stated.

Nonpayment

A student may not register for classes unless payment for the semester has been made in accordance with the payment schedule, and no student whose bills are unpaid may receive a degree or obtain a transcript of her record.

Special Fees

A full-time program of study, as covered by the annual overall fee, is three or four courses per semester, two semesters a year, with the option of over-electing; i.e., enrolling in a fifth course once without extra charge during the student's tenure at the College.

The following fee schedule applies to those students who are either carrying overelections or have part-time status.

Course fee	$450
Field work fee	450
Audit fee	100

The following fee schedule applies to those students who are taking courses in absentia.

Work/Study fee	$500
Senior Project fee	300
Independent Study fee	250
Field Work fee	250

If Winter/Study is not included in the first semester bill, it is charged as follows:

Winter Study fee, total	$325
Tuition	175
Room and Board	150

FINANCIAL AID

The College will allocate its funds for financial aid on the basis of demonstrated financial need, as determined through the needs analysis procedures of the College Scholarship Service (CSS), to those applicants who have qualified for admission. All applicants seeking financial aid should submit a financial statement (PCS or SFS) to the College Scholarship Service by February 15. Because these funds are limited, applicants for aid should make every effort to obtain outside support.

New York State Regents Scholarships and Tuition Assistance Program Awards may be applied to Kirkland's tuition, and loans through the New York Higher Education Services Corporation are available. (The loan and scholarship programs of many other states may be used as well.) National Merit Scholarships are also applicable at Kirkland.

In addition, Kirkland administers three of the federal government's campus based Student Financial Aid Programs. These include National Direct Student Loans; the College Work-Study Program under which students may work during the school term and vacations, on-campus or at approved off-campus agencies; and Supplemental Educational Opportunity Grants, which are direct grants awarded in amounts up to $1,500 per year to students who demonstrate exceptional financial need.

Candidates may also be eligible for funds from the Basic Educational Opportunity Grant Program, but must apply directly to the United States Office of Education or their designated processor.

Kirkland awards scholarships, loans and jobs, usually in combination. Various jobs are available, primarily on the campus, ranging from dining hall and library positions to research for faculty. Most campus jobs are awarded as part of the financial aid package; thus, any student desiring a campus job should submit the Parents' Confidential Statement to the Director of Financial Aid. In addition, the campus Career Center works with the Financial Aid staff in locating jobs for students (including students who are not on financial aid) during the academic year as well as for summer employment.

If after financial aid has been awarded, the student receives additional aid from outside sources or if other awards exceed the College's estimate, the College's award must be decreased accordingly.

Financial aid awards are not renewed automatically. Students who wish to be considered for a renewal of an award must file application materials with the Director of Financial Aid by March 15 of each year.

If a student enters Kirkland without financial aid and subsequent changes in her family's financial situation make assistance necessary, the College will make every effort to help her. However, it should be understood by applicants and parents that it is unwise for a student to exhaust her resources during the first year of college in the hope of receiving scholarships and/or other awards for the three remaining years. Since the College's major responsibility is to those who enter with financial aid, all those who need financial aid are strongly advised to apply for aid when they apply for admission, as well as to investigate all other possible sources of financial assistance.

Special Scholarships

The following special funds have been established in support of Kirkland's financial aid program. All awards are made on the basis of need. Further information is available through the Office of Financial Aid.

The ELYN CHENEY BAGPIPE SCHOLARSHIP FUND. The scholarship provides aid to the College Piper, whose responsibilities are to play at the opening convocation, commencement and other ceremonial occasions. Any student otherwise qualified to attend Kirkland, who demonstrates exceptional ability as a piper, may apply for the scholarship.

The EDWARD JOHNSON DIETZ MEMORIAL SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the College. Preference will be given to students from the Syracuse area.

The LILLIA BABBITT HYDE FOUNDATION SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the College. Preference will be given to students from the New York area.

The MARGARET AND ARTHUR E. MOOG SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the College who might not otherwise be able to attend Kirkland.

The PRESSER FOUNDATION SCHOLARSHIP AID GRANT. The Presser Foundation Department of Scholarships annually makes scholarship grants to colleges and universities in the United States to underwrite a portion of the cost of undergraduate tuition for students who are preparing to become teachers of music. The Foundation chooses the college and the college selects the student or students who are to benefit through these scholarships. The recipient or recipients in each institution shall be selected by the President and the Head of the Music Department, who shall be guided solely by considerations of merit. Preference shall be given to those who expect to become teachers of music and, all other qualifications being equal, students needing financial assistance shall have priority.

The UTICA FOUNDATION SCHOLARSHIPS. These scholarships are awarded to a student or students from the immediate Utica area at the discretion of the College.

appendix

Board of Trustees

Administration

Kirkland Faculty

Hamilton Faculty

Calendar

Affirmative Action Program

Rules for the Maintenance of Public Order

Index

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Louis Ouimette
Operations Manager of the Computer Center

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Systems Analyst, half-time, Computer Center

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Director of the William M. Bristol Campus Center

David A. Cannamela
Manager of the College Store

Lettie Tourville
Supervisor of the Edward W. Root Art Center

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Chaplain of Hamilton College
and Lecturer in Religion, Hamilton College

The Rev. Paul Drobin, M.A., University of Detroit
Newman Chaplain

Jointly for Hamilton College and Kirkland College

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Registrar

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C. Christine Johnson, B.A., University of Maryland
Director of Higher Education Opportunity Program

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Director of Minor Theater

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Medical Director

Harold P. Rizika, M.D., Syracuse University School of Medicine
Associate Medical Director

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Resident Clinical Psychologist
and Associate Professor of Psychology, Kirkland College

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Consultant in Radiology

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Supervising Nurse

Ellen Conway, R.N.
Nurse

Paula M. Lorraine, R.N.
Nurse

Martha McNeill, R.N.
Nurse

Barbara Faville
X-ray and Lab Technician

Burke Library

Walter Pilkington, M.A., University of Chicago
Librarian

Vittoria I. Mondolfo, Dott. Chim., University of Rome
Assistant Librarian

Frank K. Lorenz, M.L.S., SUNY at Albany
Reference Librarian

Ronald F. Dow, M.L.S., Syracuse University
Assistant Reference Librarian

Keith Washburn, M.L.S., SUNY at Albany
Assistant Reference Librarian

Joan Wolek
Interlibrary Loan Librarian

Helene M. Browning
Circulation Librarian

L. Evelyn Canfield
Assistant Circulation Librarian

Abigail Morton
Order Librarian

Ruth Melvin
Serials Librarian

Dorothy D. Buckley
Emerson Librarian

Betty O'Brien
Science Librarian

THE KIRKLAND FACULTY

Arts Division

Nathan Boxer, Chairman and Associate Professor of Film
Queens College, 1946–48
New School for Social Research, 1948–50
New York Photo League, 1950–51

Carol A. Bellini-Sharp, Assistant Professor of Drama and Co-Director of the Theatre
B.A., Pennsylvania State University, 1966
M.A., Pennsylvania State University, 1966
Ph.D., Carnegie-Mellon University, 1971

Michael Burkard, Assistant Professor of Creative Writing
B.A., Hobart College, 1968
M.F.A., University of Iowa, 1973

Jerry Dodd, Assistant Professor of Sculpture
B.S., Central Michigan State University, 1965
M.F.A., University of Oregon, 1967

Tess Gallagher, Assistant Professor of Creative Writing
B.A., University of Washington, 1968
M.A., University of Washington, 1971
M.F.A., University of Iowa, 1974

Hugh Hartwell, Assistant Professor of Music
Associate Diploma, McGill University, 1964
Mus.B., McGill University, 1964
M.A., University of Pennsylvania, 1969

Sharyn Heiland, Assistant Professor of Dance
B.A., Florida State University, 1967
M.A., Florida State University, 1968

Leo Hurwitz, Visiting Artist
B.A., Harvard College, 1930

Steven Liebman, Assistant Professor of Film
B.A., Brooklyn College, 1966
M.F.A., Rhode Island School of Design, 1970

Robert B. Muirhead, Associate Professor of Visual Arts
B.F.A., Rhode Island School of Design, 1961
M.F.A., Boston University, School of Fine Arts, 1964

Kilsung Oak, Visiting Instructor of Music
B.A., Kyung Hee University, 1966
M.A., Long Island University, 1971

Robert Palusky, Assistant Professor of Ceramics
B.F.A., Wisconsin State University, 1967
M.A., Wisconsin State University, 1968
M.F.A., Rochester Institute of Technology, School of American Craftsmen, 1969

Neva Pilgrim, Adjunct Assistant Professor of Voice
B.A., Hamline University, 1960
M.M., Yale University, 1962
Academy of Music, Vienna, 1963–64

William Rosenfeld, Professor of Creative Writing (On leave 1975–76)
B.A., Utica College of Syracuse University, 1951
M.A., University of Minnesota, 1954
Ph.D., University of Minnesota, 1961

William Salzillo, Assistant Professor of Visual Arts
B.A., Middlebury College, 1968
B.F.A., Rhode Island School of Design, 1971

Rodney John Umlas, Assistant Professor of Theatre
B.A., Cornell University, 1966
M.F.A., Columbia University, 1968

Mary Jane Warner, Assistant Professor of Dance
B.A., University of Toronto, 1963
M.A., Ohio State University, 1971
Ph.D., Ohio State University, 1974

Humanities Division

Peter T. Marcy, Acting Chairman and Professor of History
A.B., Hamilton College, 1959
M.A., Claremont Graduate School, 1960
Ph.D., Claremont Graduate School, 1964

Samuel F. Babbitt, Professor of American Literature
and President of the College
B.A., Yale College, 1953
M.A., Yale University, 1957
Ph.D., Yale University, 1965

George W. Bahlke, Associate Professor of Literature
B.A., College of the University of Chicago, 1953
B.A., Swarthmore College, 1955
M.A., The University of Chicago, 1956
Ph.D., Yale University, 1960

Esther Barazzone, Acting Instructor of History
B.A., New College, 1967
M.A., Columbia University, 1968

Ursula S. Colby, Professor of Literature (On leave 1975–76)
B.A., Barnard College, 1950
M.A., Columbia University, 1952
Ph.D., Columbia University, 1961

Catherine S. Frazer, Professor of Philosophy and Dean of Academic Affairs
B.A., Wellesley College, 1946
M.A., Yale University, 1948
Ph.D., Yale University, 1951

William Hoffa, Associate Professor of Literature
B.A., University of Michigan, 1961
A.M., Harvard University, 1962
Ph.D., University of Wisconsin, 1967

Daniel J. Lasker, Instructor of Judaica
B.A., Brandeis University, 1971
M.A., Brandeis University, 1971

Ralph E. Lieberman, Assistant Professor of Art History
B.A., Brandeis University, 1961
M.A., New York University, 1964
Ph.D., New York University, 1972

Stephen Lipmann, Assistant Professor of Literature (On leave 1975–76)
A.B., Antioch College, 1962
Ph.D., University of Oregon, 1972

David S. Locke, Assistant Professor of American Studies
B.A., Cornell University, 1962
M.A., Cornell University, 1964
Ph.D., Brown University, 1971

David B. Miller, Assistant Professor of History
B.A., Yale College, 1965
M.A., Yale University, 1967
M.Phil., Yale University, 1969
Ph.D., Yale University, 1971

Phyllis S. Morris, Assistant Professor of Philosophy
B.A., University of California at Berkeley, 1953
M.A., Colorado College, 1963
Ph.D., University of Michigan, 1969

Ellen Joan O'Brien, Instructor of Literature; 1975–76 Alumnae Instructor
B.A., Kirkland College, 1972
M.A., Yale University, 1974
M.Phil., Yale University, 1975

Nancy S. Rabinowitz, Assistant Professor of Literature
B.A., City College, City University of New York, 1967
M.A., University of Chicago, 1972

Peter J. Rabinowitz, Assistant Professor of Literature
B.A., University of Chicago, 1965
M.A., University of Chicago, 1965
Ph.D., University of Chicago, 1972

Richard Roelofs, Associate Professor of Philosophy
B.A., Ohio Wesleyan University, 1953
B.D., Yale University Divinity School, 1956
A.M., Harvard University, 1965
Ph.D., University of Rochester, 1968

Carol S. Rupprecht, Assistant Professor of Literature
B.A., University of Virginia, 1962
M.A., Yale University, 1963
M.Phil., Yale University, 1973

Dale Sorenson, Visiting Assistant Professor of Literature
B.A., St. Olaf College, 1961
M.A., University of Iowa, 1967
Ph.D., Bowling Green State University, 1975

Heinrich H. Stabenau, Assistant Professor of Literature
A.B., Williams College, 1961
Ph.D., Princeton University, 1971

Jerrald L. Townsend, Instructor of History (On leave spring, 1976)
A.B., University of North Carolina at Chapel Hill, 1963
M.A., Washington University, 1966

Richard Werner, Assistant Professor of Philosophy
B.A., Rutgers University, 1970
M.A., University of Rochester, 1973
Ph.D., University of Rochester, 1974

Sciences Division

Nadine George, Chairwoman and Assistant Professor of History of Science
A.B., University of Minnesota, 1946
M.A., Columbia University, 1950
M.A., Southern Methodist University, 1968
Ph.D., Cornell University, 1974

Robert Ellison, Assistant Professor of Computer Science
B.A., Lewis and Clark College, 1965
M.S., Purdue University, 1967
Ph.D., Purdue University, 1970

Sue Ann Miller, Assistant Professor of Biology
B.A., University of Colorado, 1969
M.A., University of Colorado, 1971
Ph.D., University of Colorado, 1973

Frank Price, Assistant Professor of Biology
A.B., Hamilton College, 1968
Ph.D., University of Colorado, 1974

Eugene C. Putala, Professor of Botany
B.S., University of Massachusetts, 1950
M.S., University of Massachusetts, 1952
Ph.D., University of California at Berkeley, 1965

Ruth Rinard, Assistant Professor of History of Science
B.A., Milwaukee Downer College, 1963
M.A., Cornell University, 1965
Ph.D., Cornell University, 1968

Social Sciences Division

David A. Begelman, Chairman and Associate Professor of Psychology
B.A., Brooklyn College, 1955
M.A., New York University, 1960
M.A., Yeshiva University, 1961
Ph.D., Yeshiva University, 1966

John M. Bacheller, Assistant Professor of Government
B.A., Lehigh University, 1967
Ph.D., Syracuse University, 1972

Walter Broughton, Assistant Professor of Sociology (On leave 1975–76)
B.A., Colgate University, 1963
M.A., Cornell University, 1966
Ph.D., Cornell University, 1973

Sandra H. DeMyer-Gapin, Assistant Professor of Psychology
B.A., University of Hawaii, 1965
Ph.D., University of Washington, 1970

Dennis Gilbert, Instructor of Sociology
B.A., University of California at Berkeley, 1965
M.A., University of Oregon, 1971

David J. Gray, Professor of Sociology
B.A., Pennsylvania State University, 1952
M.A., Pennsylvania State University, 1955
Ph.D., Pennsylvania State University, 1957

Evelyn Hendricks, Assistant Professor of Education
B.A., Syracuse University, 1954
M.Ed., Springfield College, 1967

Robert Kautz, Instructor of Anthropology
A.A., Sacramento City College, 1969
B.A., University of California at Davis, 1972

Marvin M. Kowalewski, Assistant Professor of Education
B.S., Murray State University, 1962
M.A., Ball State University, 1967
Ph.D., Kent State University, 1973

Judith Lindmark, Visiting Instructor of Psychology
B.A., Wells College, 1970

Janet Lowry, Instructor of Sociology
B.A., Hanover College, 1971
M.A., University of North Carolina at Chapel Hill, 1973

Don T. Muilenberg, Associate Professor of Psychology
B.A., University of Iowa, 1959
M.A., University of Iowa, 1961
M.A., University of Missouri at Columbia, 1965
Ph.D., University of Missouri at Columbia, 1968

Douglas Raybeck, Assistant Professor of Anthropology
B.A., Dartmouth College, 1964
M.A., Cornell University, 1968
Ph.D., Cornell University, 1974

Jeffrey A. Ross, Instructor of Government (On leave spring, 1976)
B.A., Harpur College, State University of New York, 1969
M.A., University of Minnesota, 1972

Alphonse J. Sallett, Instructor of Sociology
B.A., Albright College, 1963
M.A., Syracuse University, 1965

Carl J. Schneider, Professor of Government and Vice President for Research and Evaluation
A.B., Oberlin College 1939
Ph.D., University of Wisconsin, 1943

Drury R. Sherrod, Assistant Professor of Psychology (On leave 1975–76)
B.A., Southern Methodist University, 1965
M.A., Johns Hopkins University, 1967
Ph.D., Stanford University, 1971

Bruce Wittmaier, Assistant Professor of Psychology
A.B., Lehigh University, 1963
Ph.D., University of Rochester, 1969

THE HAMILTON FACULTY

John Martin Carovano (1963), President
A.B., Pomona College
A.M. and Ph.D., University of California (Berkeley)

Sidney Wertimer, Jr. (1952), Provost
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Walter Lawrence Gulick (1975), Dean of the College
A.B., Hamilton College
A.M., University of Delaware
Ph.D., Princeton University

Robin Bryan Kinnel (1966), Associate Dean of the College
A.B., Harvard University
Ph.D., Massachusetts Institute of Technology

R. Gordon Bingham (1972), Dean of Students
A.B., Middlebury College
A.M., Northwestern University

Faculty Emeritus

James Alvin Adkins (1962), Associate Professor of Mathematics, Emeritus
B.S., United States Naval Academy
M.S., Purdue University

Sidney Bachley Bennett (1939), Secretary of Admission, Emeritus
A.B., Hamilton College

George Harvey Cameron (1932), Professor of Physics, Emeritus
B.S., University of Saskatchewan
Ph.D., California Institute of Technology

Robert Rose Carson (1949), Associate Professor of Speech, Emeritus
B.S., Hamilton College
A.M., Hobart College

Earl Wendell Count (1946), Professor of Anthropology, Emeritus
A.B., Williams College
B.D., Garrett Biblical Institute
Ph.D., University of California (Berkeley)

John Sake Gambs (1946), Professor of Economics, Emeritus
A.B. and A.M., George Washington University
Ph.D., Columbia University

Charles Augustus Godcharles (1951), Professor of Psychology, Emeritus
A.B., Bucknell University
A.M. and Ph.D., Duke University

Edgar Baldwin Graves (1927), Professor of History, Emeritus
A.B., Haverford College
A.M. and Ph.D., Harvard University
LL.D., Haverford College

Thomas McNaughton Johnston (1934), Professor of English, Emeritus
B.S., Washington and Jefferson College
A.M., Tulane University
Ph.D., Duke University

Asa Emanuel McKinney (1928), Professor of Chemistry, Emeritus
A.B. and A.M., Indiana University
Ph.D., Cornell University

John Robert Mattingly (1931), Professor of Latin, Emeritus
A.B., University of Chicago
Ph.D., Yale University

Colin Finnie Miller (1955), Professor of Religion, Emeritus
A.M. and B.D., Glasgow University
D.D., Susquehanna University

George Lyman Nesbitt (1930), Professor of English, Emeritus
A.B., Hamilton College
A.M. and Ph.D., Columbia University

C. Stanley Ogilvy (1953), Professor of Mathematics, Emeritus
A.B., Williams College
A.M., Columbia University
Ph.D., Syracuse University

Paul Parker (1948), Professor of Art, Emeritus
A.B., University of Illinois
A.M., University of Chicago

Philip Virgilius Rogers (1937), Professor of Biology, Emeritus
A.B. and A.M., Hamilton College
Ph.D., Yale University

Winton Tolles (1947), Dean of the College, Emeritus
A.B.and A.M., Hamilton College
Ph.D., Columbia University
Litt.D., Delaware Valley College
L.H.D., Hamilton College

Mox Arthur Weber (1927), Professor of Physical Education, Emeritus
A.B., Oberlin College
A.M., Columbia University

Professors

Edwin Blois Barrett (1950), Hamilton Alumni Memorial Professor of English
A.B., Macalaster College
A.M., University of Minnesota
Ph.D., Columbia University

Gregory Joseph Batt (1948), Professor of Physical Education
A.B., Colgate University

Russell Thorn Blackwood III (1957), John Stewart Kennedy Professor of Philosophy
A.B., Dartmouth College
A.M., Colgate University
Ph.D., Columbia University

Stephen Bonta (1961), Professor of Music
A.B., Yale University
A.M., Columbia and Harvard Universities
Ph.D., Harvard University

Austin Briggs, Jr. (1957), Professor of English
A.B., Harvard University
A.M. and Ph.D., Columbia University

Robert Marcellus Browning (1949), Marjorie and Robert W. McEwen Professor of German
A.B., William Jewell College
A.M. and Ph.D., Princeton University

Thomas Edward Colby[4] (1959), Professor of German
A.B., Hamilton College
A.M. and Ph.D., Princeton University

Christopher W. Covert (1966), Director of Admission
A.B., Hamilton College
A.M., Case Western Reserve University

A. Duncan Chiquoine (1966), Stephen Harper Kirner Professor of Biology
A.B., Swarthmore College
Ph.D., Cornell University

Rouben C. Cholakian (1963), Professor of Romance Languages
A.B., Bates College
A.M. and Ph.D., Columbia University

Leland Earl Cratty, Jr. (1958), Professor of Chemistry
B.S., Beloit College
Ph.D., Brown University

James Steele Allison Cunningham (1968), Edward North Professor of Classics
A.M. and B.D., University of Glasgow
B.Litt., University of Oxford
A.M. and Ph.D., Princeton University

James Bolton Davis (1958), Professor of French
A.B., Williams College
A.M., Middlebury College
Ph.D., University of Pennsylvania

Donald John Denney (1957), Professor of Chemistry
B.S., University of Pennsylvania
Ph.D., Brown University

Abraham Edel[6] (1975), Truax Visiting Professor of Philosophy
A.B. and A.M., McGill University
A.B., Oxford University
Ph.D., Columbia University

David Maldwyn Ellis[4] (1946), P. V. Rogers Professor of American History
A.B., Hamilton College
A.M. and Ph.D., Cornell University

John Francis Ellis (1959), Professor of Biology
A.B. and A.M., Amherst College
Ph.D., University of Edinburgh

Elizabeth Farquhar Flower[6] (1975), Truax Visiting Professor of Philosophy
A.B., Wilson College
A.M., University of Pennsylvania-Bryn Mawr College
Ph.D., University of Pennsylvania

Nicolas John Gerold (1951), Stone Professor of Biology
A.B. and M.S., Brown University
Ph.D., Cornell University

George Albert Gescheider (1964), Professor of Psychology
B.S., Denison University
M.S., Tulane University
Ph.D., University of Virginia

Walter Lawrence Gulick (1975), Professor of Psychology
A.B., Hamilton College
A.M., University of Delaware
Ph.D., Princeton University

Franklin Grant Hamlin[11] (1948), Professor of French
A.B., Bowdoin College
A.M. and D.M.L., Middlebury College
Diplôme de l'Ecole Supérieure des Professeurs de Français à l'Etranger, Université de Paris

David Hawley[3] (1954), Professor of Geology
B.S., University of Vermont
M.S., Cornell University
Ph.D., Columbia University

James Franklin Hunt (1946), Professor of Education
B.S., University of Pennsylvania
M.S., Massachusetts State College
Ph.D., Yale University

Donald Maxstadt Jones (1949), Professor of Physical Education
B.S. and A.M., Rutgers University

Edwin Borden Lee (1958), Professor of History
A.B., Duke University
A.M. and Ph.D., Columbia University

Otto Karl Liedke (1934), Munson Professor of the German Language and Literature
Berlin Oberrealschule
A.M. and Ph.D., Cornell University

Dwight Newton Lindley (1952), Hamilton B. Tompkins Professor of English Literature
A.B., Hamilton College
A.M. and Ph.D., Columbia University

Eugene Milton Long (1953), Professor of Physical Education
B.S. and M.S., State University of New York College at Cortland

Lawrence Robert McManus (1960), Professor of Biology
B.S., M.Ed., and Ph.D., Cornell University

Marcel Ian Moraud (1950), Burgess Professor of Romance Languages
Baccalauréat ès Lettres, Limoges
A.M., University of Texas
Licence ès Lettres and Diplôme, D'Etudes Supérieures
Doctorat d'Université de Paris.

James Penney (1948), Margaret Bundy Scott Professor of Art
B.F.A., University of Kansas

Walter Pilkington (1952), Librarian
A.B., Brown University
A.M. University of Chicago

Donald Brandreth Potter (1954), Professor of Geology
A.B., Williams College
A.M., Brown University
Ph.D., California Institute of Technology

Channing Bulfinch Richardson (1952), Henry P. Bristol Professor of International Affairs
A.B., Amherst College
Ph.D., Columbia University

James Walter Ring (1957), Winslow Professor of Physics
A.B., Hamilton College
Ph.D., University of Rochester

Landon Gale Rockwell[1] (1950), James S. Sherman Professor of Political Science
A.B., Dartmouth College
A.M. and Ph.D., Princeton University

Charles Lafayette Todd (1959), Upson Professor of Rhetoric and Oratory
B.S., Hamilton College
A.M., Columbia University

Sidney Wertimer, Jr. (1952), Leavenworth Professor of Economics
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Jay Gomer Williams[4] (1960), Walcott-Bartlett Professor of Ethics and Christian Evidences
A.B., Hamilton College
M.Div., Union Theological Seminary
Ph.D., Columbia University

Warren Earl Wright (1962), Professor of Speech
A.B. and A.M., Emerson College
Ph.D., University of Illinois

Lawrence Karn Yourtee (1948), Childs Professor of Chemistry
B.S., Washington College
M.S., Georgia Institute of Technology
Ph.D., University of Texas

Associate Professors

John Timothy Anderson (1967), Associate Professor of Mathematics under the Samuel F. Pratt Endowment
A.B., Hamilton College
Ph.D., Duke University

R. Gordon Bingham (1972), Dean of Students
A.B., Middlebury College
A.M., Northwestern University

Rand Carter[2] (1970), Associate Professor of Art
A.B., Columbia University
M.F.A. and Ph.D., Princeton University

Melvin Becker Endy, Jr.[4] (1966), Associate Professor of Religion
A.B., Princeton University
B.D., Yale University Divinity School
A.M. and Ph.D., Yale University

Grant D. Jones (1968), Associate Professor of Anthropology
A.B., Florida State University
A.M. and Ph.D., Brandeis University

Robin Bryan Kinnel (1966), Associate Professor of Chemistry
A.B., Harvard University
Ph.D., Massachusetts Institute of Technology

Eugene Lewis (1967), Associate Professor of Government and The George Cogar Research Professor
A.B., Temple University
A.M., Indiana University
Ph.D., Syracuse University

Frederick Wellington MacDonald, Jr. (1966), Associate Professor of Physical Education
B.S. and M.S., Springfield College

Ivan Marki (1965), Associate Professor of English
A.B., University of Alberta
A.M. and Ph.D., Columbia University

Donald Carlton Mead (1975), Associate Professor of Economics
A.B., Haverford College
A.M. and Ph.D., Yale University

Jeremy Tyler Medina (1968), Associate Professor of Spanish
A.B., Princeton University
M.A., Middlebury College
Ph.D., University of Pennsylvania

David Richard Millar (1963), Associate Professor of History
A.B. and A.M., George Washington University
Ph.D., Cornell University

Peter J. Millet (1968), Associate Professor of Physics under the Litchfield Endowment
B.S., Rensselaer Polytechnic Institute
M.S. and Ph.D., Syracuse University

Philip M. Pearle (1969), Associate Professor of Physics
B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Michael Saltman (1975), Visiting Associate Professor of Anthropology
A.B., University of London
Ph.D., Brandeis University

Robert Simon (1968), Associate Professor of Philosophy
A.B., Lafayette College
Ph.D., University of Pennsylvania

James Frederick Traer[3] (1969), Associate Professor of History
A.B., College of Wooster
A.M., J.D., and Ph.D., University of Michigan

Manfred Von Schiller (1959), Associate Professor of Physical Education
B.S. State University of New York College at Brockport
A.M., St. Lawrence University

Frederick Reese Wagner (1969), Associate Professor of English
A.B., A.M., and Ph.D., Duke University

Valerie M. Warrior (1973), Associate Professor of Classics
A.B., Cambridge University
M.A., McMaster University
Ph.D., University of London

David N. Young (1969), Associate Professor of Russian
A.B., Princeton University
A.M. and Ph.D., Columbia University

Assistant Professors

Brian William Beltman (1975), Assistant Professor of History
A.B., Northwestern College
A.M. and Ph.D., University of Wisconsin-Madison

Judith A. Bland (1974), Assistant Professor of Biology
A.B., Thomas More College
A.M. and Ph.D., Indiana University

David A. Birnbaum (1974), Assistant Professor of Mathematics
A.B., University of Rochester
M.S. and Ph.D., University of Illinois

Robert M. Cherry Jr. (1975), Assistant Professor of Physics
B.S., M.S., and Ph.D., University of Michigan

Patricia F. Cholakian[9] (1971), Assistant Professor of French
A.B., Bates College
A.M., Middlebury College
Doctorat d'Université de Paris

James M. Falvey (1975), Assistant Professor of Economics
A.B., Williams College
Ph.D., Michigan State University

Northrup Fowler III (1974), Assistant Professor of Mathematics
A.B., Bowdoin College
M.S. and Ph.D., Rutgers—The State University

Stephen Frantzich (1973), Assistant Professor of Government
A.B., Hamline University
M.A. and Ph.D., University of Minnesota

John Swan Gordon (1975), Assistant Professor of English
A.B., Hamilton College
M.A., Harvard University

Douglas James Herrmann (1973), Assistant Professor of Psychology
B.S., U.S. Naval Academy
M.S. and Ph.D., University of Delaware

Derek Charles Jones (1972), Assistant Professor of Economics
A.B., University of Newcastle upon Tyne
M.Sc., London School of Economics
M.A. and Ph.D., Cornell University

Steven Andrew Kaufman (1975), Assistant Professor of Philosophy
A.B., Rutgers—The State University
Ph.D., University of Pennsylvania

Bruce Kaufmann (1972), Assistant Professor of English
A.B., Grinnell College
A.M., University of Toronto

Robert William Kweit[10] (1974), Assistant Professor of Government
A.B., Syracuse University
M.A. and Ph.D., University of Pennsylvania

Anne L. Ludington (1975), Assistant Professor of Mathematics
B.S., Wheaton College
M.S. and Ph.D., Michigan State University

James G. Magyar (1975), Assistant Professor of Chemistry
A.B., Dartmouth College
Ph.D., Northwestern University

Glenn T. Miller (1974), Assistant Professor of Religion
A.B., University of Richmond
B.D., Andover-Newton Theological School
Th.D., Union Theological Seminary

Thomas Edward Murphy (1970), Assistant Professor of Physical Education
B.S. and M.Ed., Springfield College

John Higbee O'Neill[3] (1972), Assistant Professor of English
B.S., University of Wisconsin, La Crosse
A.M. and Ph.D., University of Minnesota

Gordon Dudley Prichett (1972), Assistant Professor of Mathematics
B.A., Williams College
M.A. and Ph.D., University of Wisconsin

Robert Raymond, Jr.[7] (1975), Assistant Professor of Geology
B.S., Bucknell University
Ph.D., University of California (Santa Cruz)

Elizabeth Muir Ring[9] (1968), Assistant Professor of Philosophy
A.B. and A.M., University of Manitoba
Ph.D., Brown University

Frederick Hull Roth, Jr. (1971), Assistant Professor of English
A.B., Yale University
A.M., Columbia University
Ph.D., University of Virginia

David Lawrence Smallen[4] (1972), Assistant Professor of Mathematics and Director of the Hamilton and Kirkland Colleges Computer Center
B.S. and M.S., State University of New York at Albany
Ph.D., University of Rochester

Lee Seaman Spear (1973), Assistant Professor of Music
A.B., Oberlin College

Annette Linda Stoller (1973), Assistant Professor of English
A.B., City College of the City University of New York
M.A.T. and Ph.D., Brown University

Orest Subtelny (1975), Assistant Professor of History
A.B., Temple University
Ph.D., Harvard University

Richard Peter Suttmeier (1970), Assistant Professor of Government
A.B., Dartmouth College
Ph.D., Indiana University

Jose Bernardo Tato (1967), Assistant Professor of Spanish
A.B. and B.S., Camaguey Institute
LL.D., University of Havana
A.M. and Ph.D., Rutgers—The State University

Jonathan Vaughan[3] (1971), Assistant Professor of Psychology
A.B., Swarthmore College
M.A. and Ph.D., Brown University

Sydna Stern Weiss (1974), Assistant Professor of German
A.B., Vassar College
A.M., Middlebury College and Princeton University
Ph.D., Princeton University

Hermine Williams[9] (1974), Assistant Professor of Religion
A.B. and A.M., Vassar College
Ph.D., Columbia University

David Roy Edward Wright (1973), Assistant Professor of Art History
A.B., Williams College
M.F.A., Princeton University

Lecturers

Joel W. Tibbetts, Lecturer in Religion and College Chaplain
A.B., Swarthmore College
B.D., Vanderbilt University

Instructors

Francoise Davis[9] (1971), Instructor in French
Baccalauréat ès Lettres, Bordeaux
Licence ès Lettres, Université de Bordeaux

Steven J. Heckler (1972), Instructor in Physical Education
B.S., West Chester State College

Jean Henry[8] (1975), Instructor in Art
A.B., Florida Atlantic University
M.A., University of Miami

Sanford H. Kessler[5](1975), Instructor in Government
A.B., Brandeis University

Germina Lubega (1974), Instructor in Economics
A.B., Vassar College
A.M., Duke University

Louis Steven Richman[7] (1975), Instructor in History
A.B., Dickinson College
M.A., Brandeis University

David Earl Rigsbee (1972), Instructor in English
A.B. University of North Carolina
A.M., Johns Hopkins University

Robert Grenville Van Buskirk (1975), Instructor in Biology
A.B. and M.A.T., University of Vermont

Part-Time Instructors

Stephen Best, Part-time Instructor in Music (organ, harpsichord and basic piano)
A.B. and M.Mus., Syracuse University

John Flaver, Part-time Instructor in Music (woodwind ensembles)

Shirley Hughes, Part-time Instructor in Education
A.B. and A.M., Syracuse University

Mary Armistead Jones, Part-time Instructor in Music (piano)
M.Mus., Florida State University

Athletic Coaches

Gregory Joseph Batt, Head Coach, Hockey and Tennis
A.B., Colgate University

Steven J. Heckler, Head Coach, Baseball; Trainer
B.S., West Chester State College

Donald Maxstadt Jones, Head Coach, Football and Golf
B.S. and A.M., Rutgers University

John G. Karin, Assistant Coach, Hockey
B.S., University of Nebraska

Eugene Milton Long, Head Coach, Track and Field and Cross-Country
B.S. and M.S., State University of New York College at Cortland

Richard Loomis, Assistant Coach, Football
B.S., State University of New York College at Cortland

Frederick W. MacDonald, Jr., Head Coach, Swimming; Assistant Coach, Soccer and Lacrosse
B.S. and M.S., Springfield College

Thomas E. Murphy, Head Coach, Basketball; Assistant Coach, Football and Track and Field
B.S. and M.Ed., Springfield College

Robert L. North, Freshman Coach, Basketball
B.S., Utica College

Manfred Von Schiller, Head Coach, Soccer and Lacrosse
B.S., State University of New York College at Brockport
A.M., St. Lawrence University

1 On leave, fall term 1975–76
2 On leave, fall and winter terms 1975–76
3 On leave, winter and spring terms, 1975–1976
4 On leave, 1975–76
5 Fall Term, 1975–1976
6 Winter term, 1975–1976
7 Spring term, 1975–76
8 Fall and winter terms, 1975–1976
9 Part-time
10 Director, Term in Washington, fall term, 1975–76
11 Director, Junior Year in France, 1975–1976

1975–76 CALENDAR FOR KIRKLAND COLLEGE

August		
25–28	Mon.–Thurs.	Faculty seminar.
28–Sept. 2	Thurs.–Tues.	Freshman Orientation and Registration.
29	Fri.	Dormitories open for upperclasswomen, 5 p.m.
September		
2	Tues.	Registration for upperclasswomen.
3	Wed.	Fall semester classes begin, 8 a.m.
10	Wed.	Hamilton: Last day to drop or add a course or to exercise pass/fail option.
17	Wed.	Kirkland: Last day to add a course. Last day to apply for Senior Project Grants for fall semester.
October		
3–4	Fri.–Sat.	Kirkland Board of Trustees Meeting. President's Council Meeting.
4	Sat.	Kirkland Parents and Grandparents Day.
11	Sat.	Hamilton Class Reunion and Homecoming.
17	Fri.	Midsemester recess begins, 4 p.m. Hamilton midsemester warnings due.
22	Wed.	Classes resume, 8 a.m.
29	Wed.	Last day to drop a Kirkland course wihout "WD" (withdraw from course) appearing on transcript.
November		
6–14	Thurs.–Fri.	Preregistration for Winter Study and spring semester.
8–9	Sat.–Sun.	Hamilton Parents Weekend.
15	Sat.	Kirkland Alumnae Board Meeting.
26	Wed.	Thanksgiving recess begins, 12 noon.
December		
1	Mon.	Classes resume, 8 a.m.
5	Fri.	Fall semester classes end, 4 p.m. Last day to change Winter Study registration.
6–9	Sat.–Tues.	Reading and conference period.
10–15	Wed.–Mon.	Hamilton final examinations.
17	Wed.	Christmas recess begins, 4 p.m. All dormitories close, 5 p.m.

January		
5	Mon.	Dormitories open, 10 a.m.
7	Wed.	Winter Study program begins, 8 a.m.
12–13	Mon.–Tues.	Conference on Business and the Academic Community.
30	Fri.	Winter Study program ends, 12 noon.
February		
6–7	Fri.–Sat.	Kirkland Board of Trustees Meeting.
9	Mon.	Spring semester classes begin, 8 a.m.
9–12	Mon.–Thurs.	Conferences for unsupervised Winter Study projects.
16	Mon.	Hamilton: Last day to drop or add a course or to exercise pass/fail option.
20	Fri.	Kirkland: Last day to add a course.
23	Mon.	Last day to apply for Senior Project Grant for spring semester.
March		
19	Fri.	Spring recess begins, 4 p.m. Hamilton midsemester warnings due.
April		
5	Mon.	Classes resume, 8 a.m. Last day to drop a Kirkland course without "WD" (withdrew from course) appearing on transcript.
5–9	Mon.–Fri.	Sophomores declare concentrations.
13–20	Tues.–Tues.	Preregistration for fall semester, 1976–77.
May		
7–8	Fri.–Sat.	Kirkland Board of Trustees Meeting.
	Sat.	Kirkland Alumnae Association Meeting.
19	Wed.	Hamilton Class and Charter Day.
21	Fri.	Last day of classes.
22–25	Sat.–Tues.	Reading and conference period.
26–31	Wed.–Mon.	Hamilton final examinations.
June		
5	Sat.	Kirkland Commencement.
6	Sun.	Hamilton Commencement.

AFFIRMATIVE ACTION PROGRAM FOR KIRKLAND COLLEGE

This program is adopted by Kirkland College pursuant to its commitment to the principles of equal opportunity for all minorities and women as reaffirmed by the President in his statement of November 1, 1973, which specifically pledges the College to a policy of non-discrimination against any person in employment or in any of its programs because of race, color, creed, religion, sex, family relationship, age or national origin.

I. Dissemination of Policy

The policy of non-discrimination and equal opportunity shall be communicated to all persons affected by the policy and those who deal with the College. The President's statement of commitment will be posted in public places in the College and distributed by means of official College publications.

A copy of the full Affirmative Action Program will be given to each new, potential, and current employee of the College to ensure that they understand the nature of the program and are familiar with its requirements.

II. Employment Practice

A. *Recruiting.* The College will make a deliberate and sustained effort to find, hire and promote minority and women faculty, staff and other employees. To this end, the following procedures and practices shall be instituted.

(1) In developing job descriptions, special attention will be given to requirements for experience, skill and academic attainments to ensure that these requirements do not constitute inadvertent discrimination. Such descriptions will be distributed to all persons involved in the recruiting, screening and selection process.

(2) The College will advertise all positions to the maximum practicable extent in appropriate professional journals and news media, with special attention to those directed to minority and women's clientele. Advertisements will not express a sex preference except as a bona fide occupational qualification for the position.

(3) The College will notify appropriate local and national minority and women's organizations, agencies and educational institutions of positions open, apprising them of the Affirmative Action recruiting policy and soliciting applications.

(4) All advertisements and other notices of position vacancies at Kirkland College (whether written or oral) shall convey the fact that the College welcomes the application of women and minority persons and is an affirmative action employer.

(5) Insofar as possible, College search committees will include women and minority members to aid in the location of qualified minority and women candidates for employment.

(6) Qualified persons will be considered for recruitment regardless of geographical location, marital status, family relationship, or number of depen-

dents. Pregnancy or possible pregnancy shall not preclude the consideration of women for employment, admissions, financial assistance, or any other program provided by the College.

(7) A list of minority and women's news media with special journals, and appropriate minority and women's organizations will be maintained and kept current by the Kirkland Human Rights Commission for the use of all persons involved in the recruiting, screening and selection process.

B. *Responsibility for Ensuring Affirmative Recruiting.* The Dean of Academic Affairs is responsible for ensuring adherence to affirmative action principles in the recruitment of faculty. The Division Chairpersons who recommend appointment to the dean are required to furnish the dean's office with a full account of steps taken to recruit minority and women applicants, including advertisements, recruiting letters, telephone calls, applications received, and written explanation of all cases where minority or women candidates were not offered appointment.

In the case of professional staff, administrative positions, and non-professional staff, similar reports will be made to the President by the persons responsible for recruiting.

C. *Compensation and Salary.* Salaries, compensation, and fringe benefits of minority and women employees shall be comparable to those persons with similar qualifications in similar positions. To correct any existing inequities and to prevent inequities in the future the following review practices shall be instituted:

(1) The President shall initiate through appropriate officers of the College an inquiry into salaries of minorities and women in comparison with those of other persons of comparable attainments, experience and quality of performance.

(2) These officers shall report their first findings to the President and the Human Rights Commission by December 1, 1974.

(3) If inequities are found to exist, the President shall incorporate in the next annual budget such adjustments as are necessary to correct these inequities. Adjustments so authorized will be handled in a manner paralleled to policy in regard to promotional increases, i.e., outside funds authorized for regular increments in staff or faculty salaries.

(4) Annual reports will be made by December 1 of each year on the compensations for minorities and women and shall include, where appropriate, the same mandate to give priority to necessary adjustments.

(5) The President and the Human Rights Commission will continually monitor for salary and compensation inequities. Where there are apparent inequities but no adjustment is proposed, the reasons therefore will be documented and justified to the Human Rights Commission in a statement.

D. *Employment Benefits.* Since employment benefits comprise a substantial portion of compensation, all possible steps will be taken to ensure that fringe benefits are available to all employees on an equal basis and without discrimination.

(1) Part-Time Status. The College distinguishes between two groups of part-time faculty employees: One comprised of persons whose association with the College is expected to be continuing, who have rights to tenure, leaves, and who carry pro-rated responsibilities for committee work, advising, and similar institutional service. The College is committed to securing pro-rated fringe benefits for these part-time faculty members. A second group includes faculty and other personnel whose appointment is considered temporary or whose responsibilities to the College are clearly limited: persons in this group are not eligible for fringe benefits nor tenure.

(2) Student employees are differentiated from other employees of the College by the limitations on their responsibilities and by the accommodation the College makes for them in terms of hours and vacations. They are not eligible for fringe benefits or remuneration proportionate to regular salaries, but their placement in jobs shall be made without restriction based on sex, race, color, creed, religion, national origin or age.

(3) Maternity Leaves. It is recognized that existing policy for academic personnel provides for maternity leaves on a non-discriminatory basis, i.e., it is granted on the same basis as leave for any other temporary disability. This policy shall be extended to all women employees, regardless of marital status. Further, the right of employees of either sex to leave for child-rearing purposes is expressly recognized on a non-discriminatory basis.

E. *Nepotism.* Although it is recognized that College policy prohibits discrimination on the basis of family relationship insofar as the appointment of faculty is concerned, this policy is hereby further defined to establish the following nepotism policy for the entire College.

(1) The best qualified persons will be recruited for all positions in the College regardless of family relationship.

(2) No College employee shall participate in institutional decisions involving the initial appointment or subsequent personnel decisions affecting the status of a relative. Alternative procedures for making such institutional decisions shall be developed to assure consideration based solely on merit.

(3) Family relationships shall not be used as a basis for denying rights, privileges or benefits of regular appointment or regular job status.

F. *Reappointment, Tenure and Promotion.* The College will examine the system for reaching decisions on reappointment, promotion and tenure (including promotion to administrative positions) to ensure that it does not operate to discriminate against minority and women faculty.

The College will move forthwith toward an equitable balance of minorities and women for all positions within the institution, beginning with a program to promote qualified minorities and women from within. Insofar as possible, higher level job openings will be filled by qualified minority and women candidates to achieve compliance with applicable goals and timetables as developed by the college Human Rights Commission. This Commission will evaluate the employment status of women and minorities to determine whether inequities exist and to recommend their correction, where indicated.

The College will take all practicable steps to ensure that qualified minorities and women participate in decisions on promotion and tenure. Committees having jurisdiction in matters of reappointment, promotion and tenure will include representation of minorities and women, wherever possible.

III. Other Internal Relationships

A further requisite of a sound policy of non-discrimination and equal opportunity is its extension to every day working relationships among the members of the College community, academic and non-academic.

Consideration of race, color, creed, religion, sex, family relationship, age and national origin shall not be used by any employee of the College to discriminate against employee or student in the assignment of duties and responsibilities, access to the use of College equipment and facilities, or enjoyment of its benefits and services. The right of each student, faculty member or employee to an unbiased evaluation of his or her academic and non-academic performance is specifically protected by this policy.

IV. The Kirkland Human Rights Commission

To institute and effect the Affirmative Action Program as soon as possible, the President will establish by November 30, 1973, a permanent Kirkland College Human Rights Commission, composed of five members chosen for their concern for better human relations, and their willingness to work actively to achieve it. The Commission will be comprised of 1 student, 2 faculty members, 1 member of the professional staff, and 1 member of the clerical staff. The Dean of Academic Affairs or his/her representative will sit on the committee, *ex officio,* without vote. The Commission will formulate its own rules of procedure. The Chairman of the Commission will be appointed by the President following selection of all members. Minority group members and women must form a majority in this Commission. Voting members of the Commission shall hold office for two-year terms, except that two of those first selected shall be for one-year terms only.

Selection to the Commission shall be as follows:

Student member — Presidential appointment. Initial term, one year; two years thereafter.

Faculty member — By election at large from the Faculty. Initial term, one year; two years thereafter.

Faculty member — Presidential appointment — Two year term.

Staff member (Senior) — Presidential appointment — Two year term.

Staff member (Clerical) — Election at large, by clerical staff; Two year term.

The Commission will execute the duties described throughout this document. Additionally:

(1) The Commission will oversee the Affirmative Action Program by periodically reviewing and analyzing the progress of Affirmative Action efforts, formulating and revising priorities, on issues relating to minorities and women.

(2) The Commission will serve as a hearing agency for grievances pertaining to matters of discrimination and non-compliance with the Affirmative Action Program. Whenever possible it will seek to negotiate a settlement between the parties concerned. Its function, however, is not judicial. If difficulties do not yield to reasonable negotiation the Commission will advise the complainant about further action which may be taken, including referral of the case to an appropriate state or federal agency.

(3) The Commission will undertake periodic reviews of the Affirmative Action Program, evaluating its progress and making a report to the College administration and the community. This report will be public.

November 1, 1973

Since the adoption of the above policy statement, the Kirkland College Human Rights Commission has adopted a number of supplementary documents and operating procedures which are available as a matter of public record through the Commission itself or through the Office of the President.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER AT KIRKLAND COLLEGE

The Kirkland College Community is a self-governing academic enterprise incorporated within the terms of a charter from the Regents of the University of the State of New York. This charter places final responsibility for the Community in the hands of the Board of Trustees of Kirkland College. The procedures and statements which follow are those which the Board has approved and which they have instructed the President to institute in the event that the normal programs of the College are disrupted by a person or persons with or without membership in the Community. They are published for the information of the Community and all who come to the Kirkland campus and they are filed with the Regents and the Commissioner of Education in compliance with Chapter 191 of the Laws of 1969 of the State of New York. The fullest possible involvement in the final form of these Rules and Regulations will be sought during the coming academic year from every element of the Kirkland Community. In the event of emendation, charges will be filed in accordance with the law.

I. While vigorously defending the right and practice of responsible dissent on or off campus, and while holding as one of its aims the institution of rational change when required within its Community, the College will not tolerate behavior which has the effect of disrupting the normal educational and related administrative functioning of the institution, its faculty, staff and students.

Behavior shall be considered disruptive of the College's function when it:

a. blocks egress or exit from College facilities, be they buildings, classrooms, offices, or more general areas for activities,

b. renders such facilities unusable through obstruction, destruction or harassment,

c. prevents any member of the Community* or any other person properly present from participating in his or her normal activities on the campus,

d. creates a situation or riot or threatens so to do, or

e. in any way willfully and substantially impedes the College's accepted purposes.

II. The President or his agent specifically designated for the purpose shall be empowered to declare when conduct, in any particular case, shall be considered to be so disruptive as to require the application of these Rules and Regulations. He shall, whenever possible, make such a decision in consultation with the widest available membership of the college community.

III. In the event it has been determined that disruptive behavior is taking place, the following procedures will be implemented:

a. As a matter of first priority, all participants in such disruptive behavior shall be informed when they are considered to be in violation of college regula-

*This includes trustees, administration, faculty and students. For purposes of this document, "administration" shall be construed as referring to all non-academic employees of the college.

tions as defined in I, above. They shall, at the same time, be asked to cease their disruptive activity within a specified period of time and be told what the consequences of refusal would be. They shall also be invited to meet immediately with the President or his agent at a specified area to discuss the reasons for the disruption.

b. On failure to respond to the above actions within the specified period, the President or his agent may invoke the temporary suspension of any student, faculty or staff member involved and (a) institute proceedings for criminal trespass against any visitor, licensee, etc., or (b) make application for a court order requiring the removal of all participants, or (c) take such other disciplinary or legal action as shall seem advisable to bring the specific incident to an immediate end. To the extent practicable, announcement of this fact shall be made to all participants together with the specification of a further brief interval at the end of which action shall be taken to bring about their removal or the cessation of their disruptive behavior.

c. A decent interval having elapsed, and no compliance being forthcoming, the President or his agent may request the removal of the offenders by Sheriff's officers or State Police.

d. Persons resisting removal by authorized officers of the law would be subject to arrest on those grounds.

Students so involved may be referred immediately to the duly constituted Committee on Student Life of the Kirkland Assembly with an administrative recommendation which may include suspension or permanent dismissal.

Faculty members so involved are subject to dismissal under the College's policies (A Statement of Policy Concerning Appointment, Tenure and Discharge of Faculty) which define disruptive behavior, as non-feasance of duty. Their right of review shall be assured by the same policy statement, and in the event that action for dismissal is instituted by the President and that the case is brought to appeal, the results of the deliberations of the Appeal Board shall be forwarded directly to the Trustee Committee on Personnel for final action.

IV. Nothing herein shall be interpreted to limit or impair the right of the President or his agent in the event of grave emergency to request the assistance of local law enforcement agencies, and to take such other action as he may deem necessary.

INDEX

Academic Advising 14–23
Academic adviser 14
Academic honesty 13–14
Academic information 9–28
Academic leave of absence 18–19
Academic options 23–28
Academic program 15–16
Academic records 18–23
Academic standing 12–13
Acceleration 19
Access to student records 21–23
Accident insurance 144
Accreditation 7
Activities, extracurricular 147
Add/Drop 19
Add form 19
Administration, listing of 162–165
Admission 148–152
Admission credentials 148–149
Admission interview 149–150
Admission, deferred 151
Admission, early 150–151
Admission, early decision 150
Admission, mid-year 150
Admission, transfer 20, 150
Advanced placement 20, 150
Advanced Placement Examination 20, 150
Advising, academic 14–23
Advising, freshman 143
Adviser, academic 14–15
Adviser, faculty 14–15
Adviser, student 143
Affirmative Action Program 184–188
Afro-Latin Cultural Center 136
Alternative study 24–26
American Studies, concentration requirements 31
American Studies, courses in 31
Ancient Greek, courses in 94
Anthropology, concentration requirements 73
Anthropology, courses in 73–75, 88–90
Appendix 159–190
Aptitude Tests 148–149
Art, courses in 33–42, 90–92
Art history, concentration requirements 43
Art history, courses in 43–44, 90–92
Art studios 135–136
Arts, curricular-related programs 37, 42
Arts Division, concentration requirements 32–33
Arts Division, courses in 32–42
Assembly 141

Athletic facilities 146
Athletic program 146
Attendance, class 12
Audit, course 16, 156
Auditorium/Theater 136
Automobiles 147

"B" dormitory 143
Basic Educational Opportunity Grant Program 157
Bills, payment of 8, 153–158
Biology, courses in (see Life sciences) 69–72
Black and Puerto Rican Union 136, 147
Board Fee 154
Board of Trustees, listing of 160–161
Brass Choir, Hamilton-Kirkland 117, 147
Bristol Campus Center 136
Buildings 135–139
Burke Library 136–137
Calendar 182–183
Campus, Hamilton College 6, 135
Campus, Kirkland College 6, 135
Campus jobs 157
Campus, location 135
Campus map 138–139
Career Center 145
Chapel 137
Chemistry, courses in 92–93
Chinese, courses in 51
Choir, Hamilton-Kirkland 147
Choir, instruction in 117
Class attendance 12
Classical civilization, courses in 95–96
Classics, courses in 94–95
CLEP Examination 20
Coed Housing 143
Coffeehouse 147
Collections, library 136–137
College Entrance Examination Board 148–149
College Scholarship Service 156
Commitment deposit 154
Community governance 140–141
Community review of governance system 141
Computer Center 137
Computer science, courses in 68–69, 115
Concentration, Division-sponsored 17
Concentration, double 17
Concentration, field of 16–17
Concentration, interdisciplinary 17
Concentration requirements 31, 32–33, 42–43, 65–66, 72–73, 76
Concentration, self-designed 16
Concentration, student-initiated 17

Confidentiality of student files 21–23
Conferences 15
Cooperative dormitory 143
Coordinate curricula 9–10
Coordination 9–10
Course audit 16, 156
Course load 15
Courses, Hamilton College 88–134
Courses, Kirkland College 29–87
Courses and instruction, student evaluation of 13
CPE Examination 20
Creative writing, concentration requirements 32–33
Creative writing, courses in 33
Credentials for admission 148–149
"Credit" 10–11, 19–20
Credit by examination 20
Credits 15, 19
Credit, summer school 20
Critical Languages Program 28, 51
Cross-Divisional Concentration in American Studies 31
Cross-registration 29
Curricular-related programs 37, 42
Curriculum 9–10

Damage deposit, room 154–155
Dance, concentration requirements 32–33
Dance, courses in 33–35
Deadlines, admission 150
Deferred admission 151
Degree 15
Degree requirements 15
Dining hall 136
Division-sponsored concentration 17
Divisional structure 10
Dormitories 142–143
Double concentration 17
Dramatic productions 39, 147
Drop form 19

Early admission 150–151
Early decision 150
Economics, courses in 96–99
Education, concentration requirements 76
Education, courses in 76–77, 99–100
Education, New York State Certification in 75–76
Education, Professional Semester 76
Emerson Library 135
English, courses in 50–51, 100–103
Environmental studies, courses in 103–104
Evaluation 10–14
Examinations 12

Expenses 153–156
Extracurricular activities 147

Facilities 135–137
Faculty, listing of Hamilton College 171–181
Faculty, listing of Kirkland College 166–170
Faculty adviser 14–15
Family Educational Rights and Privacy Act 21–23
Fee increases 154
Fees 153–156
Field of concentration 16–17
Field of supervised project 27
Field work 25
Film societies 147
Finances 153–158
Financial aid 156–158
Financial statement 156
Flute, instruction in 117
Folk festival 147
Foreign language requirements 16
Foreign Languages, courses in (see listing for each individual language)
Foreign study 26
French, courses in 127–130
Freshman advising 143

Geology, courses in 104–106
German, courses in 106–107
Governance, community 140–141
Governance, community review of 141
Government, concentration requirements 77
Government, courses in 77–80, 107–111
Grade translation 21
Grading system 10–14
Graduate study 21
Graduation fee 155
Graduation requirements 15
Greek, courses in ancient 94
Greek, courses in modern 51
Group project 27
Guest Senior Program 152
Gynecological services 143

Half-floors 142
Hamilton College Academic Year in Spain 26
Hamilton College, campus 6, 135
Hamilton College, course descriptions 88–134
Hamilton College, coordination with 9–10
Hamilton College, cross-registration 29
Hamilton College, facilities shared with 136–137
Hamilton College Junior Year in France 26
Hamilton College Washington Semester 26–27
Hamilton College winter term 28

Harpsichord, instruction in 34, 117
Health 143–144
Health Center 137, 143
Health charges 143, 144
Health coverage for students 143, 144
Health Information Form 144
Hebrew, courses in 51
Higher Education Opportunity Program 152
History, concentration requirements 44
History, courses in 45–48, 111–114
History of Kirkland College 6–7
History of science, concentration requirements 65
History of science, courses in 66–68
Humanities, concentration requirements 48–49
Humanities, courses in 49–50
Humanities Division, concentration requirements 42–43
Humanities Division, courses in 43–65

In absentia Programs 26–27
"Incompletes" 11
Independent study 24
Infirmary 137, 143
Instructor's Final Report 10–11
Insurance, accident 144
Interdisciplinary concentrations 17
Interdisciplinary focus of the Kirkland Curriculum 10
Internship experience 24–25
Interview, admission 149–150
Italian, courses in 51

Japanese, courses in 51
Jewish studies, concentration requirements 64
Jewish studies, courses in 64–65
Jobs/Placement 145
Johnson Building 135
Joint Program in the Life Sciences 69–72
Judiciary Board 13
Junior year abroad 26
Junior Year in France, Hamilton College 26

Keehn Hall 142
Kirkland College campus 6, 135–139
Kirkland College course descriptions 29–87
Kirkland College, history of 6–7
Kirkland for All Women 152
Kirner Building 135

Language placement tests 16
Language requirements 16
Languages, concentration requirements 50
Languages, courses in 50–51, 94–95, 106–107, 127–132
Latin, courses in 94–95

Law School 21
Leave of absence, academic 18
Leave of absence, non-academic 18
Leave of absence, required 18–19
Leaves of absence 18–19
Letters of recommendation 23
Library facilities 135, 136–137
Life sciences, concentration requirements 69
Life sciences, courses in 69–72
Life Sciences, Joint Program in the 69–72
List Arts Center 135–136
Literary Magazine 147
Literature, concentration requirements 51
Literature, courses in 52–60, 100–103
Loans 157
Location of College 135

Major Hall 142
Map, campus 138–139
Mathematics, concentration requirements 65
Mathematics, courses in 68–69, 114–117
Matriculation fee 154
McEwen Hall 136
McIntosh Hall 142
Medical School 21
Merit Scholarships, National 157
Middle States Association of Colleges and Secondary Schools 7
Mid-year Admission 150
Milbank Dormitory 143
Minor Hall 142
Minor Theater 137
Modern Greek, courses in 51
Music, concentration requirements 32–33
Music, courses in 35–37, 117–118
Music organizations 147
Music studios 135–136

National Association of Self-Instructional Language Programs 28
National Direct Student Loan 157
National Merit Scholarships 157
New York Higher Education Services Corporation 157
New York State Regents Scholarship 157
Newspaper, student 147
"No Credit" 10–11, 19
Nonacademic leave of absence 18
Nondiscrimination statement 184
Nonpayment of fees 156
Nonresident fees 153–154
Numbering system for Hamilton courses 88
Numbering system for Kirkland courses 29–30

Off-campus study 26–27
Off-campus work 25–26

Off-campus work projects 25–26
Organizations, student 147
Overall fee 153–154
Overelection 15

Parents' Confidential Statement 156, 157
Parking registration 147
Part-time students 15–16
Payment of bills 153–154
Philosophy, concentration requirements 60
Philosophy, courses in 60–64, 119–121
Photography and film, concentration requirements 32–33
Photography and film, courses in 37–38
Physics, courses in 121–123
Piano, instruction in 117
Placement 145
Placement tests, language 16
Plagiarism 13–14
Portfolios 149
Portuguese, courses in 51
Prizes, Watrous 145–146
Programs-In-Absentia 26–27
Psychology, concentration requirements 80
Psychology, courses in 80–84, 123–124
Publications, student 147
Public Order, Rules and Regulations for 189–190

Radio station, student 137, 147
Recommendation, letter of 23
Refunds 155–156
Regents Scholarships, New York State 157
Registration 29
Religion 146
Religion, courses in 64–65, 124–127
Required leave of absence 18–19
Requirements, concentration 32–33, 42–43, 65–66, 72–73
Requirements, financial aid 156–158
Requirements, graduation 15
Requirements, language 16
Requirements, residence 16
Residence halls 142–143
Residence requirements 16
Resident fees 153–154
Romance languages, courses in 127–131
Room damage deposit 154–155, 156
Room fee 154
Root Hall 142
Rudd Health Center, Thomas Brown 137
Rules for the Maintenance of Public Order 189–190
Russian, courses in 132

Scholarships 156–158
Scholastic Aptitude Test 148–149

Sciences Division, concentration requirements 65–66
Sciences Division, courses in 66–72
Secondary school preparation 148–149
Self-designed concentration 16–17
Senior Project 17–18
Senior Project in absentia 27
Shared facilities on the Hamilton campus 136–137
Social Sciences Division, concentration requirements 72–73
Social Sciences Division, courses in 73–87
Sociology, concentration requirements 84
Sociology, courses in 84–87
Sororities 147
Spanish, courses in 130–131
Special fees 156
Special Programs 23–27, 151–152
Special Student, admission as 151–152
Spectator 147
Speech, courses in 133–134
Strings, instruction in 117
Student activities and organizations 147
Student adviser 143
Student evaluation of courses and instruction 13
Student files, confidentiality of 21–23
Student-initiated concentration 16–17
Student life 142–147
Student records, access to 21–23
Studios, art and music 135–136
Study abroad 26
Suites 143
Summer study 20
Supervised independent project 24, 27
Supplemental Educational Opportunity Grants 157
Swedish, courses in 28, 51
Synthesizer 35

Tape recordings 149
Term of study 15
Test of English as a Foreign Language 149
Theatre, concentration requirements 32–33
Theatre, courses in 38–40
Transcript 20–21
Transfer admission 150
Transfer credit 19–20
Transfer students 150
Trustees, listing of Board of 160–161
Tuition and fees 153–156
Tuition Assistance Program Awards 157
Tuition fee 153–154

Unsupervised project 28

Vacations 182–183
Visiting Student, admission as 151

Visiting Student Program 151
Visual arts, concentration requirements 32–33
Visual arts, courses in 40–42
Voice instruction 37, 42

Washington Semester, Hamilton College 26–27
Watrous Prizes 145–146
"WD" 19
WHCL-FM 137, 147
Winter Study 27–28
Winter term 27–28
Withdrawal from the College 19, 155–156
Women's Center 147
Work/Study 25–26

Year in Spain, Hamilton College Academic 26
Yearbook 147

Editorial: Peter Sommer and Jesse Zellner
Layout and design: Laura Battle

Office of Publications/Kirkland College/Clinton, New York 13323

10/25/75

Kirkland College
Clinton, New York 13323

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The Machine

The machine hanging in McEwen Hall is a coupled double-period pendulum. Swung in different ways, it will demonstrate a number of modes of resonant motion.

Rock and ring form two separate penduli, with their supporting chains coupled by the yoke near the ceiling. Through the yoke, the energy of motion of one will be transferred gradually to the other and back again. This is the *coupled* part.

The *double-period* part comes from the V's at the top of all the chains. Because of these V's the penduli swing from the ceiling in the (X) direction (toward the stairs), and from the top of the V's, two feet lower, in the (Y) direction (parallel to the stair treads).

The period of a pendulum is determined by its length. the formula is

$$T = 2\sqrt{\frac{L}{G}}$$

where T is the period of one round-trip swing, in seconds.
L is the length of the pendulum, in feet.
G is the acceleration of gravity (about 32 feet/sec^2.

The lengths for X and Y swing are about 18 and 16 feet, respectively, and the corresponding periods are about

$T_X = 4.7$ sec,
$T_X = 4.7$ sec.,

$T_Y = 4.4$ sec.

If rock and ring swing as a unit, they behave like a single pendulum. in the X and Y directions, they simply swing at the corresponding periods. However, if you start them swinging on the diagonal to the X and Y axes, something else happens. This swing can be decomposed into X and Y swings. These are in phase with each other at first, but since the Y swing is about 0.3 seconds faster than X, it gradually runs ahead. The diagonal swing opens into an ellipse, which fattens into a circle (when X and Y are 90° out of phase), then closes through narrowing ellipses into the opposite diagonal, and so on.

If you could fasten a paint brush on the rock, it would describe interesting patterns on the floor. You will find the pattern repeats after about 16 swings. If the depth of the V's were changed, different patterns would result. The more interesting ones occur when the X and Y periods have a simple integral relationship, like 1:2, 2:3, 5:7. These patterns are called Lissajou figures, after the French mathematician who first investigated them.

To set this mode going in the McEwen pendulum is not easy. One way is to stand between rock and ring; use their chains to pump them up; sit on the ring at the end of a swing, and get out, carefully. Or, have two people sit at diagonally opposed chains, hold the rock between them with their feet and pump the whole works up on the diagonal.

The simplest coupled-energy mode is started easily by taking the ring at the point closest to the stairs, pulling it towards the stairs (X) until the guard ring touches the rock chain, then releasing it. If you match the yoke, you will see how the energy of the ring

is transferred to the rock chain until the ring lies dead while the rock swings.

Why should the energy transfer so completely? How can the ring, swinging a few inches, continue to donate energy to the rock, which is swinging much more? If you watch them, you will see that the pumping one leads the pumped one by 90° in phase. That is, when the ring is at its maximum excursion, the rock being pumped is just going through dead center, chasing it. As long as the ring swings, it is ahead of the rock, pulling it. When the ring is exhausted, it reverses phase and chases the rock, which now becomes the donor. If ring and rock swing in opposition, 180 out of phase, the yoke stands still, and no coupling occurs.

In the coupled modes, unbalanced masses (people) on the ring cause some of the coupled energy to twist the ring. If you care, sit symmetrically on the ring to avoid this.

A circular swing gets everything going. Two people can start the ring in a circle, if one holds the ring out in the X direction and releases it as the other shoves in the Y direction. Lissajou, and different coupling coefficients in X and Y, produce rather complicated motions. Sooner or later the ring will be standing while the rock circles. In all these modes, whatever the joint motion is, the *relative* motion between rock and ring remains unchanged.

The chief fascination of a big, heavy pendulum you can kick around is the sheer physical feel of mass in motion. Newton's laws were never so evident. Also blind and unforgiving. The rock weighs about 1000 pounds; the unloaded rings about 500 pounds. If you haul the rock out three feet, you have lifted it 0.28 feet, and stored 280 foot-pounds of potential energy in it. Let the rock swing, and the potential energy slips over into the kinetic energy of motion. Fortunately, the motion is slow At the bottom of the swing where that foot-pound is converted to speed, the rock moves at about four feet per second, a moderate walking pace. If you waited for it here, the rock would brush you briskly aside with the same thump you would feel if you walked into a wall at that speed. It would not devote its full 280 foot-pounds to crushing your bones. If you awaited the rock while leaning against the brick wall, the outcome would be more serious. Now you do receive the full 280 foot-pounds in any way your bones dictate. You could stop the rock, for example, by crushing three inches at an average force of half a ton. You are between hammer and anvil, learning about momentum.

Ring and rock could be hammer and anvil to knees and fingers that come between them.At the extreme end of their swing together, the speed and impact forces would be less, but still destructive. The guard ring is there to keep the rock about six inches away from the ring to avoid these painful experiences. But it, too, can be overpowered. An enthusiastic series of kicks at the rock from one side of the ring could cause it to whip against the ring on the other side. Whoever happens to be there will not be grateful.

The rock is meant to give visual and physical, perhaps even intellectual, pleasure. It was designed to do its thing as safely as possible. Misused, it could be dangerous. But this is true of many things. *Paul Howells, inventor*

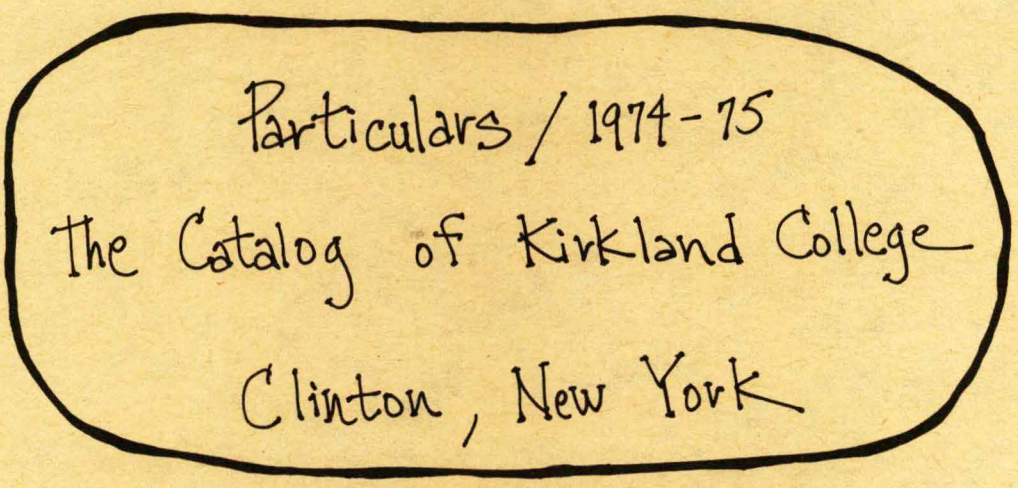

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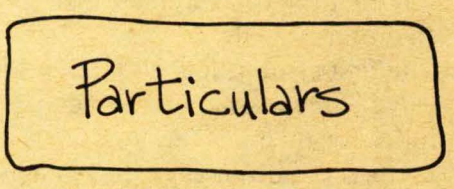
Table of Contents

The Double Period Pendulum 3
Introduction 9
Admissions 21
Kirkland Community 31
Academic Affairs 60
Winter Study 89
Where do you go from here? 105
Appendix 125
Listing of Courses 151
Index 209



MAKING THE MOST OF *PARTICULARS*

Particulars is intended for the browser and for the conscientious reader. The browser needs no instructions. The serious reader is referred for detailed information about specific subjects to the table of contents and to the index, the former at the beginning of *Particulars,* the latter at the conclusion.

"For the fact is that the truth doesn't always hurt. Perhaps it does not even hurt most of the time."

Particulars is an unusual document—at once the official catalog of Kirkland College and an attempt, through words and illustrations, to break out of the restrictions of a rigid format in order to convey a more immediate measure of the flavor, atmosphere and outlook of the institution. We recognize this aim to be impossible of complete realization, for not even a brief visit to the Kirkland campus can provide all the information a prospective student requires. Add to this the fact that enrolled students must also make use of *Particulars* for details of course offerings, rules regarding the keeping of pets, and facts about College governance (to cite a few such items at random), and you can see that we have set ourselves a goal which may well be beyond our reach.

Setting goals beyond our immediate reach is not, however, an unusual Kirkland activity. It is like a belief in the perfectibility of the human species. If we contented ourselves with goals we *knew* we could achieve with ease, we would no longer be discussing Kirkland as it was conceived. In *Particulars,* we make a serious effort to provide you with all sorts of data that will help you to understand how Kirkland works, how the prospective student should view her career here, how present students negotiate the life and learning (elements always closely linked) which Kirkland offers in different ways and to differing degrees to every member of the community.

The promises made are mutual. The first promise *we* make in *Particulars* is to tell the whole truth about Kirkland College. Brigid Cosper, Director of Admission, recently said, "You know, when you say you're going to tell the whole truth, people at Kirkland automatically think you mean you're only going to tell about the bad things that sometimes happen here." We suspect that this is inherent in the human condition. For the fact is that the truth doesn't *always* hurt. Perhaps it does not even hurt most of the time. But it does hurt sometimes. So, of course, does much of learning. And learning is what Kirkland is all about—the discovery of self, of one's commitments and concerns and the ways in which they can be realized.

One truth about Kirkland is that there is no single truth about it. It varies with the individuals who compose the College community.

As you will see when you read *Particulars,* the opinions, evaluations, self-evaluations, proposals for and results of senior projects, work/study projects, independent study projects, and descriptons of community governance and other major decision-making processes, Kirkland College—small though it is—is hospitable to countless viewpoints and ways of approaching individual problems. Within the broad limits of preserving the rights of others, Kirkland seeks to present each student with the opportunity to act and think and study independently. That is a promise the College tries to keep all the time. It doesn't invariably succeed. In these pages, we offer examples of both failure and success.

Much of the material in *Particulars* is documentary in nature. We present you with what scholars call primary sources—not merely descriptions of things, but the things themselves. A majority of this documentation is the work of students. *Particulars* is assembled by students, type-set by students, and designed with their close collaboration. No publication satisfies everyone equally. Yet to the extent that students, faculty and administration have been able to look objectively upon Kirkland College, they have been conscientious in their efforts to show it to you as it is—warts and all. This is only fair. As Ms. Cosper remarks elsewhere in *Particulars,* Kirkland isn't for everybody, and we would be wasting your time and ours if we implied otherwise.

Half a contract...

Kirkland makes some important assumptions which are essential to an understanding of its purposes and operation. They represent promises which we try to keep. They are half of the contract which students implicitly enter into with the College; the other half belongs to each undergraduate. With the best will in the world—and we believe we have that—no college can do more for a student than she is willing to do for herself.

The first assumption is that selected, motivated students should assume major responsibility for their education. Thus, Kirkland has neither a traditional grading system nor required class attendance, believing that students must be active and willing participants in the college experience; they need no external goads or constraints. Students and faculty members meet at regular intervals to discuss the quality of the work accomplished. At the end of their performance in all courses. Insofar as it is possible, these evaluations are based on work done, relative to what the instructor believes each student capable of, not in comparison with the achievements of other students.

Another assumption is that a college educates best when it begins with the individual student and directs its efforts to the development of her potential. Many colleges have designed curricula with the object of training apprentices in particular academic disciplines;

Promises to Keep

Kirkland starts with the student, not with the discipline. Its goal is to enable each individual to make her life as rich as possible, regardless of what she elects to do after she leaves. Kirkland has no "departments" that are defined by a single academic discipline. Instead, the faculty and curriculum are organized into four divisional groupings—Arts, Humanities, Sciences, and Social Sciences. The divisional structure is intended to encourage freedom of movement within the curriculum, so that a student may formulate a pattern of courses tailored to her interests and ambitions.

A third assumption is that teaching is an exchange between an experienced learner and an inexperienced one—not the mere transmission of facts from an unquestioned source to an unquestioning receptacle. Kirkland seeks direct and mature relationships between the teachers and the taught. The instructors whom the College cherishes are those whose manner and mode of thought and expression are fine exemplars—ones that students will want to accept as models, whose control and understanding of subject matter convey the joy as well as the applications of a disciplined and informed mind. A Kirkland education is principally intended to open doors, to be a study of good minds at work, whether in the classroom or in print, demonstrating the myriad ways in which the material of reality, however chaotic it may at first appear, can be gathered, understood, and made more orderly. The student learns to exercise and thus develop her own style and intellectuality.

The final assumption explicit in the Kirkland philosophy is that the college years are a significant period of exploration, *within* the growing individual as well as outside her personal concerns. College years are often a time of important emotional and intellectual transition, sometimes accompanied by a great deal of inner conflict. Kirkland believes that for healthy young women, the turmoil is part and parcel of the larger process of education—learning, changing, experimenting, living. Part of this process should involve the exercise of genuine responsibility. Therefore, Kirkland is truly a self-governing community in which responsibility for the College begins with every individual and spreads outward, in increasingly large groups of concern, finally to incorporate the entire community. Just as the academic program is predicated on the active participation of all who are involved, so are all other sorts of Kirkland activities dependent on a community of participating individuals. From the very beginning, for example, the Board of Trustees has included student and faculty representation on all major committees. The Assembly, comprised of faculty and student representatives elected by their peers, meets regularly to decide policy on every aspect of College life. Its decisions are subject to review only by the Board of Trustees or by the President acting in their behalf.

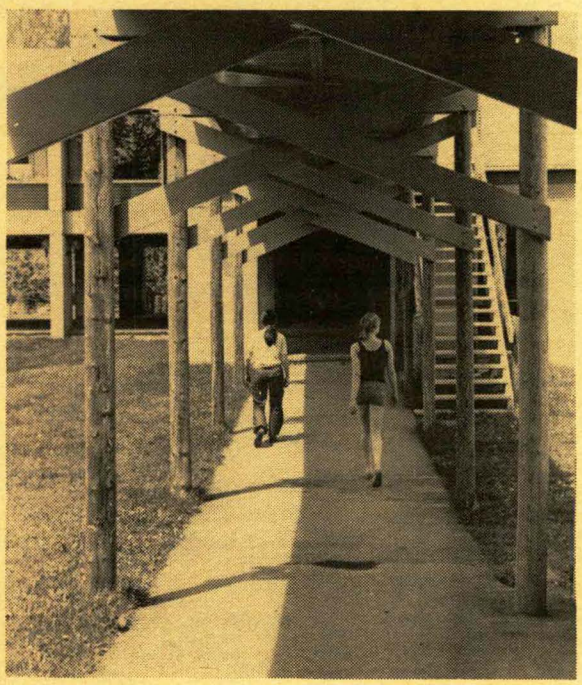
During the entire Kirkland experience (and even afterwards, we have begun to learn), the

"...community life constantly presents all kinds of outside contacts to engage one's interest, transitory or serious."

process of education in our fashion never ends once it has been undertaken. Fundamentally, this is because the student who takes seriously and personally her life and learning at Kirkland becomes inextricably involved in it and with it. Moreover, distinctions between life and learning become blurred in many instances, and in others cannot be discovered at all. As someone has noted, an activity can't be described as "work" if one enjoys it. At Kirkland, learning is life, and *vice versa,* to the student who shares the College's ideals and hopes. It can be difficult and demanding, but the satisfaction derives from the fact *you* have imposed upon yourself the difficulties and the demands.

Sometimes people ask if Kirkland and Hamilton aren't isolated from and insulated against the world. The rural setting, the tranquility of the landscape, the occasional violence of the climate, the great skies in which the weather can be seen in the making to the west, don't appeal to everyone. For those who have this view, it is probably so—but they believe it in part at least because they have failed to avail themselves of the opportunities (occurring almost daily) to maintain contact with the "real" world. Work/study, independent study and senior projects have taken Kirkland students literally all over the world, or helped to bring that world to the Kirkland campus. Moreover, community life constantly presents all kinds of outside contacts to engage one's interests, transitory or serious. Education at Kirkland is intimate. Whether you take it very seriously or not, as one faculty advisor has put it, "It's almost impossible to hide for four months in a class of ten or even twenty students." We rightly stress the size of our classes. More than 60% of them contain twenty or fewer students; forty have twelve or less. It's hard to hide, assuming that you would want to—an assumption we refuse to make. This intimacy has more than the obvious purpose of improving and enriching the learning process; it makes possible the implementation of another Kirkland tenet—its concern for women as persons.

Fully expecting that during their years here, Kirkland students attain a variety of compe-



tences, the College encourages the view that women need be disturbed by no apprehensions about their capacity to deal with the world after they leave. The proximity of Hamilton, directly across College Hill Road, offers opportunities for experience, most of them useful to the development of women as persons who will eventually live and work in a world of persons.

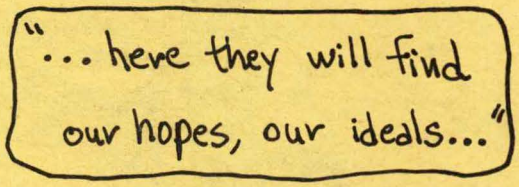
You are expected at Kirkland to be on your own, to act as an individual, to make little experiments and then bigger ones, to succeed and to fail, to do orthodox and unorthodox things. You're expected to ask questions. In *Particulars* and in the Student Handbook you'll learn to whom you should put those questions. Questions will be put to you, too, by the deans, by your instructors, by your faculty and student advisors, by others concerned about you. To the degree that Kirkland is at all a

structured institution, that structure has as its main premise a series of one-to-one contacts with a variety of people who will, in the main, encourage you to take intelligent risks—and who will be ready to catch you if you stumble too badly as a result; people, that is, who care.

If, as you browse through these pages, you come to the conclusion that Kirkland College is an extremely flexible place, intended to accommodate extremely flexible, inquiring, demanding, intelligent young women, we shall have accomplished one of the purposes *Particulars* is meant to serve. President Babbitt wrote the following lines in the spring of 1973:

...The students who come here renew us each year, challenge us, try us, move us all together with themselves. If there is one thing we want to preserve in Kirkland's future, it is that renewal and our continued ability to respond to it.

Kirkland is expensive. Even the high fee which we must charge does not cover the cost of a Kirkland education. Is it worth it? That depends on who you are and what you want. It's worth it if you are serious in your intent to develop yourself in learning. It's worth it if you will take advantage of the dedicated and talented people who teach here. No question. Because it can help to shape the quality of your life and form the choices which lie beyond your college years.



What we say here should demand the attention of all who seek to know us, for here they will find our hopes, our ideals, our outline of that perfect world we would make if we could. Yet, the "philosophy" of a college is, finally, experienced—lived on an everyday basis. It is what we do, far more than what we say.

Philosophically, we start with the student. Our system is designed on the assumption that we admit academically selected students with better-than-average motivation. What good is Independent Study, for example, if one is not interested in or prepared for independence? The vast majority of our classes are run on the discussion format. This system requires, for its success, the intelligent participation of all. In short, it is a system of education which will only "work" for those who work at it.

We are a liberal arts college. Succinctly, that means that we claim to be prepared to let you educate yourself for all ways of living and earning--and none. All ways, because our emphasis will be upon intellectual self-discipline and the tools of learning wherever and whenever you undertake this fundamental way of growing; none, because we do not purport to train for specific professions or jobs, however much we may urge you to do so during and after your college years.

Kirkland does not have a regular grading system (though, if you take courses at our coordinate college, Hamilton, you will receive letter grades which do not appear on your transcript). Many people make a false assumption about this. They jump to the conclusion that no grades mean no measurement. Not so. An evaluation system such as ours forces the student to come to grips with specific shortcomings and to measure them against the best that is in her.

Our students are women, and Kirkland tries to provide them with that vital sense of self and of potential autonomy which is the right of all responsible people. We find that very few students come to Kirkland because it is a college for women. Most come here because they are attracted by our curricular program and academic stance. But we also find that the longer they are here, the more our students appreciate and understand what it is to have an institution specifically sensitive to women. They develop their identities as women, ranging from conventional to radical. There are an infinite number of definitions and roles which are respected. If we have a bias, it is that human potential cries out to be used, and that no one "way" may be legitimately excluded from consideration.

Kirkland works hard at being a self-governing community. We recognize the special competence and training of faculty members, and their professional responsibility for the curriculum, and we not only acknowledge but expect the involvement of students on the fundamental decisions of the college. Our central legislature, as you will see elsewhere, is a joint, representative body of students and faculty presided over by an

elected chairperson belonging to either group. Before the Assembly will come picayune matters such as parking regulations, and basic questions involving requirements for the degree or policy on admissions. As is true in voluntary endeavors, the Assembly does not go unless individuals and groups are willing to make it go.

We believe, too, that students should have a part in the evaluation of the effectiveness of teaching. In 1974, the Assembly ruled that each student in a regular course must submit a completed Course Evaluation Form before the instructor's written evaluation may be forwarded to the registrar.

Finally, but importantly, we are a coordinate college. For the student, this means that the course offerings of two colleges are open to her and that virtually every class will have both men and women in it. Kirkland has three coed residence halls, one of them a cooperative in which food and housing are run solely by students. Extracurricular and social life can be as coed as one chooses and it is all, literally, just across the road.

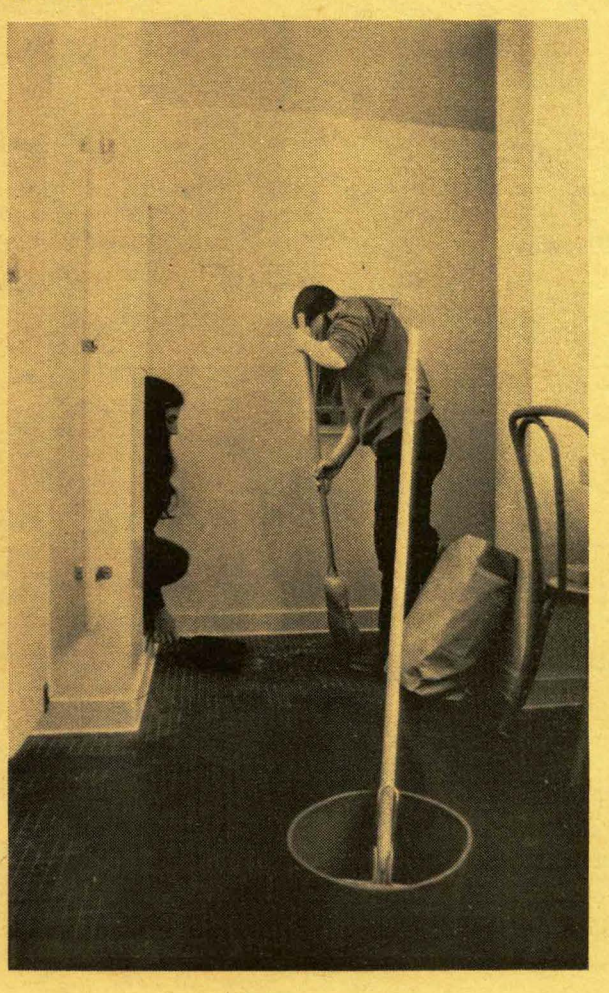
This is a young college, born of change. Part of what makes it Kirkland is the feeling that change is always with us. Nothing keeps us more alive than the new students who take us at our word. *Particulars,* in a real sense, depicts that word.

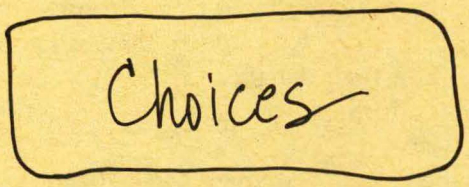
Samuel F. Babbitt
President

A Note to Prospective Students and Their Parents

Whenever possible, the College carries on its official business directly with the student. Evaluations concerning academic work are sent to the student. College bills are addressed to the student as an indication of her personal, independent status and responsibility. A student accepting admission to Kirkland must understand the implications of this position, and parents of Kirkland students should be aware of their daughter's obligation to keep them informed of her personal progress at the College.

In the event of emergency, the College will notify the student's family. Should a student be separated from Kirkland for any reason, the College reserves the right to require the student to communicate with her parents or guardian. Normally, however, the student is our first concern and primary point of contact in all matters.





Every year we learn that high school students who find themselves interested in Kirkland College turn to the Admission section of the catalog because they have a number of legitimate questions to which they hope to find answers. Unfortunately, all too often they find that those particular questions are not answered. This is an annoyance and a disappointment to the reader; it is a frustration, too, to those of us involved in admissions at Kirkland, because we know that applicants' questions are important. In an effort to solve this problem and thus make this edition of the catalog more genuinely useful, I have decided to precede the "facts" and "instructions" with some fundamental comments about Kirkland and its admission process.

It's time for you to choose a college. That sounds easy enough. After all, the business of making choices is something we all go through all the time (only half the time we don't know it). In spite of the continuous nature of the process, however, there are some choices which loom larger, are more freighted with tension than others. These are choices surrounded by an aura of importance and irreversibility. There are promises of great reward if the "right" choice is made, the doom of personal stagnation and misery if the "wrong" choice is made. For most high school seniors, deciding on a college falls into this category of major decisions.

When faced with this difficult decision, one thing to keep in mind is that the difference between "right" and "wrong" in terms of choosing a college is not clear-cut, absolute or irreversible—which is to say that you could probably be reasonably happy at any one of a number of colleges. There exists nowhere an institution whose Midas touch will translate us from our normal selves into the golden paragons we aspire to be. However, while an institution will never do that for you, it will provide the context in which you can begin to do it for yourself.

What, then, is the best environment? That is the crucial question. For although there is no single perfect college, it is undeniably true that some places will be more "right" for you than others. The challenge is an enormous one: to situate yourself at an institution where you can be happy, productive, successful; where you can profit from the interaction of your mind, your talent and the resources of the place. In order to meet that challenge, you'll have to do some thorough thinking about yourself, how you function, what is important to you.

Assuming you have already decided why you want to go to college (and thus actually to go to college), the first general question you need to ask is this: "What type of environment is most conducive to my growth?" For example, do you function best when the competitive pressure within a group is intense, or do you do better when you are left on you own, without con-

stant comparison to your classmates? Do you need regular prodding, or are you able to pace yourself? Do you prefer writing papers or taking objective exams? Do you try to do your best, or do you just slide through? Do you like to discuss with your friends afterwards issues raised in class? The answers to all these questions will be important in determining the kind of educational structure you need.

Once you have delineated the characteristics which, if combined, would describe the optimal college for you, your next step is to take a careful look at the colleges which seem to be likely prospects according to the criteria you have established. To make a college work for you, you need to know what it is and what it is not; the same maxim holds true for choosing a college. What attitudes and programs will you find there? What kinds of academic and social activity does it foster?

All of this brings us to the question: Why should you choose Kirkland? Many possible answers to the question are offered throughout *PARTICULARS*. Yet, as you and I think about the admission process itself, it is fair to try to answer it again.

You should choose Kirkland because you want the challenge of demanding courses. You'll find both faculty and students unwilling to settle for sloppy work or undisciplined thinking. In seminars, for example, both your teachers and classmates will be striving to teach and learn together, and that means no holds barred when it comes to constructive criticism. To come to Kirkland, you should want to put forth the effort necessary both to take and offer criticism, to want to develop your own potential fully while sharing your insights, ideas and experience with others.

You might also come to Kirkland because you'll have the opportunity and responsibility to design your own concentration (rather than "choosing a major" from a list prepared by the college). There are many people to consult, but ultimately, it is up to you to decide what your academic needs are and how they are best met.

One of the unique and most important facets of a Kirkland education lies in its emphasis on developing a student's ability to make important decisions, not only personal decisions about academics but also collective decisions which affect the institution in a major way. Membership on committees that define policy on everything from pets to graduation requirements can be a very important experience that will serve you well after you leave Kirkland and enter the "real world," in whatever career or life style you choose. There is nothing more valuable than being asked to convert your ideas to programs, to face the consequences—good and bad—of decisions that affect many people besides yourself.

And you should choose Kirkland because it manages to be extremely flexible without sacrificing excellence or rigor, and is always changing to deal with previously unsolved problems. That sounds more like rhetoric than reality, but it's not. At Kirkland, almost any idea can be made to work as long as (1) it is substantive and serious and (2) the student has the initiative to suggest it and the stamina to follow it through.

Reducing these various relationships between the college and the student to their lowest common denominator, what do we find? The pervasive assumption is this: An able young woman must be encouraged to take maximum advantage of the resources in and away from the institution, in order to create the educational pattern that will best equip her for the demands and responsibilities of the rest of her life. It virtually goes without saying that those demands will be constant in pressure but varying in content; thus she must develop her ability to be versatile without losing her commitment to her work and goals, however she may define it. How? Any college worth its salt can do no less than commit itself to being continuously preoccupied with the attempt to answer that question. When all is said and done, that is why you should choose Kirkland.

Any institution exists—or should—in order to serve people. Kirkland exists to serve its students. To serve them well, it must

know who they are. Thus Kirkland must carefully and wisely select them; it must make sure that just as they choose the college for what it has to offer; it chooses them because they will contribute their energies and talents to the dynamics of teaching and learning. That's no mean task.

Frequently, we are asked to present an apologia for our lengthy application. The essence of that apologia is this: Kirkland is not the place for everybody. Thus it is our responsibility to know as much as possible about an applicant before we can legitimately hypothesize about her "rightness" for Kirkland or Kirkland's potential "rightness" for her.

In the Admission Office, this question always comes up: "What kind of student is Kirkland looking for?" In my attempt to answer it, I should begin by stating that the applicants must be able enough to meet the standards of the faculty. We think it is blatantly unfair to admit students who would find the rigor of Kirkland's academic demands more frustrating than rewarding. People do not learn to be productive and happy adults by setting standards not commensurate with their ability.

Equally important are the qualities of self-reliance, resilience, commitment. Moreover, as any of our students will tell you, a large reserve of energy will serve you well at Kirkland. Finally, to do well at Kirkland, you must be a person who already has some well-defined strong interests. That doesn't mean you should already know what you want to do with your life, but if you are a person who often doesn't know quite what to do with her spare time, you'll be an unhappy loner here.

How, you rightly ask, can you tell all that about a person from an application? To answer, I must be more specific. In evaluating candidates for admission, the Admission Committee is concerned with a variety of criteria. We look for evidence of intellectual ability and academic excellence, both in terms of potential and performance. Because of the heavy reading load and emphasis on papers at Kirkland, it is important that a student have strong verbal skills. And of course, we are interested in her ability to make a serious commitment to her own future and thus to take responsibility for her own education at Kirkland. Transcripts, test scores, honest faculty and counselor recommendations, the piece of schoolwork submitted, the essays and the interview provide us with clues to all these characteristics.

All these criteria are essential; the importance of a single isolated criterion varies from application to application. One applicant is seen most clearly through the "objective record" of her accomplishments or

school record; the promise of another may be more evident through the recommendation of someone who knows her well enough and is honest enough to write about her weaknesses as well as her strengths. In the case of another, the interview, test scores, or term paper submitted may be the swing factor. However, never is a decision made on the basis of one aspect of an application alone.

Further, no "cut-off points" are used in the admission process. In making that statement, I do not mean to imply that grades and test scores are unimportant; they are important, very important. What I do mean is that you cannot gauge your chances of being admitted to Kirkland simply by noting where your own statistics fall in the frequency distribution of SAT scores and class rank. That is much too simplistic. It is the more complex total picture that is important to us, and that picture, we believe, is more than the sum of its parts.

Following this letter, you will find a compilation of various details about the application process itself. I hope it will answer your particular questions; I have tried to answer your more vague but perhaps more important questions.

Now, on behalf of the Admission staff and the faculty and student members of the Admission Committee, let me say that if you are seriously interested in Kirkland we are seriously interested in you, and look forward to reading your application. Because we know very well how hard students work in writing their applications, I should assure you that we too work very hard to evaluate them and

"Equally important are the qualities of self-reliance, resilience, commitment."

make fair decisions. One caution: Do not, in writing the essays, try to be something you're not—better or worse; just try to present a thorough, honest picture of yourself. If you do that much, of course we'll take you seriously.

Brigid Cosper
Director of Admission

Admission

About Admission

FACTS AND DEADLINES

Kirkland actively seeks a diverse student body representing all races, creeds and backgrounds. The College admits women who have given evidence of intellectual commitment, self-motivation and solid academic achievement. The curricular structure of the College includes seminars, lectures, independent study, field projects and options for work-study, all of which require a high degree of intellectual stamina and self-discipline.

CREDENTIALS

Kirkland expects a strong secondary-school academic program. Usually, such a program includes four years of English, four years of a foreign language, three years of mathematics, two years of social sciences and two years of laboratory science. However, programs varying from this pattern are equally acceptable, provided that they represent a solid college preparatory program. The Admission Committee takes into consideration the degree of difficulty of each applicant's secondary school program.

Applicants should take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board; students should arrange to take the test no later than January of their senior year. While the Admission Committee considers these scores very useful in evaluating applications, it is the policy of the Committee not to pre-screen applicants through the use of cut-off points. Although Achievement Tests are not mandatory, they are very useful and may be submitted in support of an application. *(The CEEB code number for Kirkland College is R2349.)*

Foreign students are required to take either the Test of English as a Foreign Language (TOEFL) or the SAT exam.

Applicants often submit a portfolio or tape of their work, especially if they are planning to concentrate in the arts. These are evaluated by members of the Arts Division and used in support of the application. A student who wishes to discuss her work with a member of the Arts Division should contact the Admission Office in advance for an appointment. The Arts Division has requested that students submit their portfolio in slide form. Send no less than twelve slides of completed works in ceramics, painting, graphics or drawing. Or, for photographic work, send at least six large prints. Tapes of musical compositions must be ¼-inch open reel, no thinner than one mil, and recorded at 7½ I. P. S. If a student wishes to have this material returned to her after decisions are made in April, a return envelope and postage should be included.

Although a high school college preparatory program and SAT scores are essential components of a Kirkland application, each year Kirkland admits a few students who, for a variety of reasons, have credentials which do not fall into these typical categories. Applicants who have been out of school for a number of years, or who have attended alternative schools, or whose educational preparation differs from that of typical college freshmen are encouraged to write to the Ad-

mission Office and explain the particulars of their situation. The Admission Committee asks that such applicants provide a written statement of their experience and goals.

INTERVIEW

An interview is extremely helpful to both the candidate and the college, and with few exceptions an interview is *required* of all Early Admission candidates. Unless the distance is prohibitive, each applicant should make arrangements for such an interview on the Kirkland campus by writing to the Admission Office, which is open Monday through Friday from 9:00 until 4:30, and on Saturday mornings during the academic year from 9:00 to 12:00. Except in a case of unusual circumstances, the Admission Office does not schedule interviews from March 1 to April 12. This is in order that all applications may be given proper attention and consideration.

The Admission Office recommends that a prospective student plan to visit the campus while classes are in session. The College prefers that a student have her admission interview during her senior year, as senior interviews are most useful to both the candidate and the College. Exploratory visits from juniors are welcome, however, and if a prospective student feels that she will be unable to return to the College for a senior year interview, she is welcome to request an interview at an earlier time.

Since the Admission Office staff will be traveling to various parts of the United States, and since a number of Kirkland's graduates have been asked to interview prospective students, we will be able to give off-campus interviews to some applicants. Any applicant unable to visit the campus should write to the Admission Office as early in the fall as possible to ask for an interview near her home.

APPLICATION AND NOTIFICATION DATES

Interested students should write to Kirkland for information about the College. Applications will be mailed on request in the summer before the student's senior year. For application forms, write to Ms. Brigid Cosper, Director of Admission, Kirkland College, Clinton, New York 13323 or call (315) 859-7462.

The application forms with a non-refundable fee of $20 (check or money order, payable to Kirkland College), must be received by the Admission Office no later than March 1, 1975. (An earlier return would be helpful.) When a student's application is complete, the Admission Office will notify her by postcard. Until an applicant receives this notification from the Admission Office, she may assume that some part of her application is missing. Although the Admission Office will try to keep all applicants posted on the progress of their application, the responsibility for completing the application rests with the applicant.

An applicant who completes her application by March 1 will be notified of her status no later than April 15. Accepted students must notify Kirkland of their intent to enroll by forwarding the matriculation deposit by May 1.

FINANCIAL AID

Requests for financial aid of any kind, including job or loan, should be made in writing. All applicants will find a Financial Aid Questionnaire Card attached to the application; it should be returned to the Admission Office along with the application by March 1. A student requesting financial aid must also file the Parents' Confidential Statement form of the College Scholarship Service; this form is available at most secondary schools and from the College Scholarship Service (P. O. Box 176, Princeton, N. J. 08540, P. O. Box 881, Evanston, Illinois 60201, or P. O. Box 1025, Berkeley, California 94701). Applicants should request that a copy be sent to Kirkland College, *code number 2349.*

HIGHER EDUCATION OPPORTUNITY PROGRAM

Kirkland participates in the New York State-sponsored Higher Education Opportunity Program (HEOP) which is designed to provide a wide range of services to qualified applicants who, because of educational and

economic credentials would otherwise be unable to attend college. These services include a summer session in preparation for admission to college, counseling and tutoring. Kirkland College financial aid funds are available to students admitted under HEOP. For further information applicants should write Ms. C. Christine Johnson, Director of HEOP, Kirkland College, Clinton, New York 13323, or call Ms. Johnson at (315) 859-7598.

EARLY DECISION

If you are certain that Kirkland is your first choice, you will probably want to apply for Early Decision. The Admission Committee reads Early Decision applications throughout the fall and you may request an early decision as late as February 15. Regardless of when you apply, you will receive a decision two weeks after your application is complete. Then, if you are accepted under the Early Decision Plan, you must withdraw your applications from any other colleges to which you have applied.

DEADLINES

Freshman Admission	*Application Deadlines*	*Date Decisions Are Mailed*
Midyear admission (to matriculate Feb. '75	December 1	December 21
Regular admission	February 15*	by April 15
Transfer Admission		
Midyear admission	December 1	December 21
Regular admission	March 15	as soon as possible

*Candidates who complete their applications by January 15 will receive decisions around March 1.

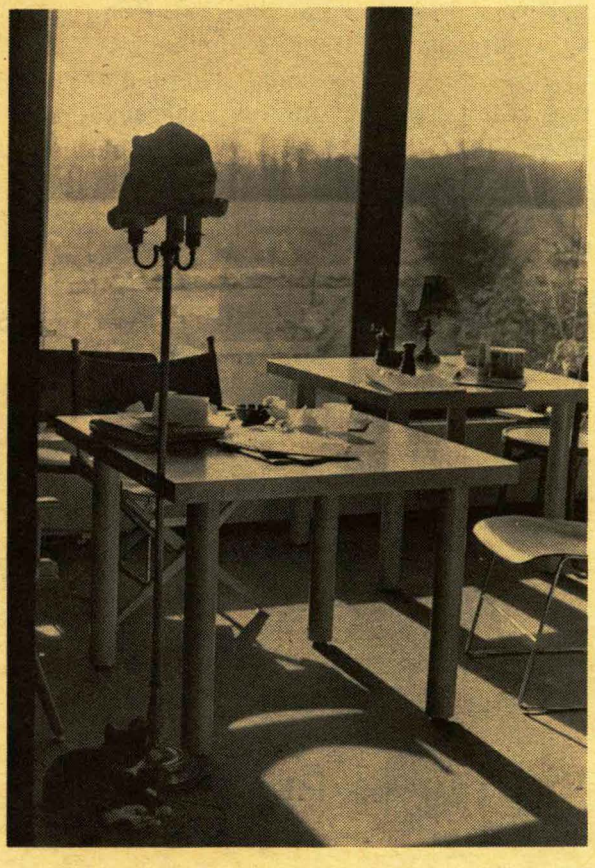
EARLY ADMISSION

Kirkland firmly believes that most students profit from the full four years of secondary school. However, unusually able and mature candidates who wish to complete their high school program in three years are welcome to apply. In evaluating Early Admission applications, the Admission Committee will look for a strong academic record as well as evidence that the applicant is intellectually and emotionally mature enough to take full advantage of the autonomy and responsibility inherent in a student's role at Kirkland.

Candidates who are applying for Early Admission may not apply under the Early Decision Plan.

DEFERRED ADMISSION

The deferred admission program was established to accommodate students who wish to postpone college because they have made other plans for the academic year following their graduation from high school. An applicant interested in this program should follow the regular application procedures. She should express her interest in deferring admission either at the time of application or when she receives the offer of admission. Deferred admission applicants are notified of the Admission Committee's decision along with regular applicants in the spring; *a matriculation fee is due at that time.*



MID-YEAR ADMISSION

Kirkland will admit both freshmen and transfers who wish to matriculate at the beginning of the second semester of the academic year. All applicants for mid-year admission must be completed by December 1.

TRANSFER ADMISSION

Kirkland welcomes applications from students interested in transfer admission.

Students who have completed no more than two years of work at another college may apply to transfer to Kirkland. A transfer applicant should have a strong academic record at the institution she is currently attending. Interested students should submit the application forms, transcripts, test scores, recommendations and a non-refundable fee of $20 no later than December 1 for mid-year admission and April 1 for admission in the fall. The Admission Office will notify transfer students of admission decisions on December 21 for mid-year admission and after April 1 for fall admission.

SPECIAL STUDENTS

A Special Student is a student who enrolls in Kirkland courses but does not expect to earn a Kirkland degree. She may be a Visiting Student or a Part-time Special Student.

VISITING STUDENT PROGRAM

Kirkland is happy to accept applications for Visiting Student status. A Visiting Student is admitted to Kirkland for one semester or a year on the basis of work completed at another college. A Visiting Student matriculates for a full course load, lives in the Kirkland dormitories and participates fully in the life of the College. The Dean of Academic Affairs will function as the advisor of a Visiting Student except when it seems appropriate to refer her to a faculty member in her field.

Applications (which are available at the Admission Office) must be submitted by December 1 for spring semester. Applications must be submitted by March 15 for fall semester. Applicants will be notified of acceptance decisions by January 10 and May 1.

A Visiting Student who subsequently decides to apply for transfer admission must follow the procedures described above. In such a situation, a Visiting Student has no particular advantage over any other transfer applicant.

PART-TIME STUDENTS

Part-time Special Students are usually women who live in the local area and wish to take courses at Kirkland, but do not anticipate applying those courses toward a Kirkland degree. Anyone interested should contact the Admission Office for information and application forms.

A student without a B. A. degree may be a Special Student at Kirkland for a maximum of

one academic year, regardless of whether she is a full-time or part-time Special Student. A Special Student who has not already earned a B. A. degree but who wishes to continue taking courses after one year must apply for admission as a matriculating student.

GUEST SENIOR PROGRAM

Under unusual circumstances a student may apply to be a Guest Senior at Kirkland. This means that while a student from another college may attend Kirkland during her senior year, she does so as a member of another college. She must make arrangements with her own college to fulfill its requirements and to receive permission to graduate from her college after completion of her senior year here. A Guest Senior does not receive a Kirkland diploma.

ADVANCED PLACEMENT

Advanced placement and/or credit may be given to well-qualified students on the basis of excellent secondary school work, honor grades on the Advanced Placement Examinations of the CEEB, and other appropriate evidence—at the discretion of the Kirkland divisions or Hamilton departments involved. Students who want to be considered for advanced placement should see that their examination papers and grade reports are sent ot the Dean of Academic Affairs at Kirkland.

"IRRESPECTIVE OF AGE"

Kirkland welcomes applications from women, irrespective of age, who have not begun, have not completed, or have already received a degree and wish to continue their college education as part-time or full-time students. This "program" is aimed at women who have been out of school for a period of time.

All undergraduate courses are open to students enrolled under this program. A student can audit courses with the option of deciding at the end of six weeks to take the courses for credit.

The tuition fee is $425 per course. If the student chooses to audit, the cost is $100 per course; if, at the end of six weeks, she decides to take the course for credit, she will be billed for the remainder of the $425 fee. For information about financial aid, see below.

Applications for the fall semester should be in by August 1; for the spring semester, by December 15.

EXPENSES

Overall fee. Payment of Kirkland's overall fee entitles a student to tuition, room and board, certain health services, and official student activities. It does not include charges for certain non-curricular activities such as horseback riding, which must

be arranged for on an individual basis. For a full-time resident student the overall fee is $4600; for a full-time non-resident student, $3300. College bills are mailed directly to students July 1 and early in December. Checks should be made payable to Kirkland College and mailed to the Kirkland College Business Office, Clinton, New York 13323. Payments must meet the following schedule:

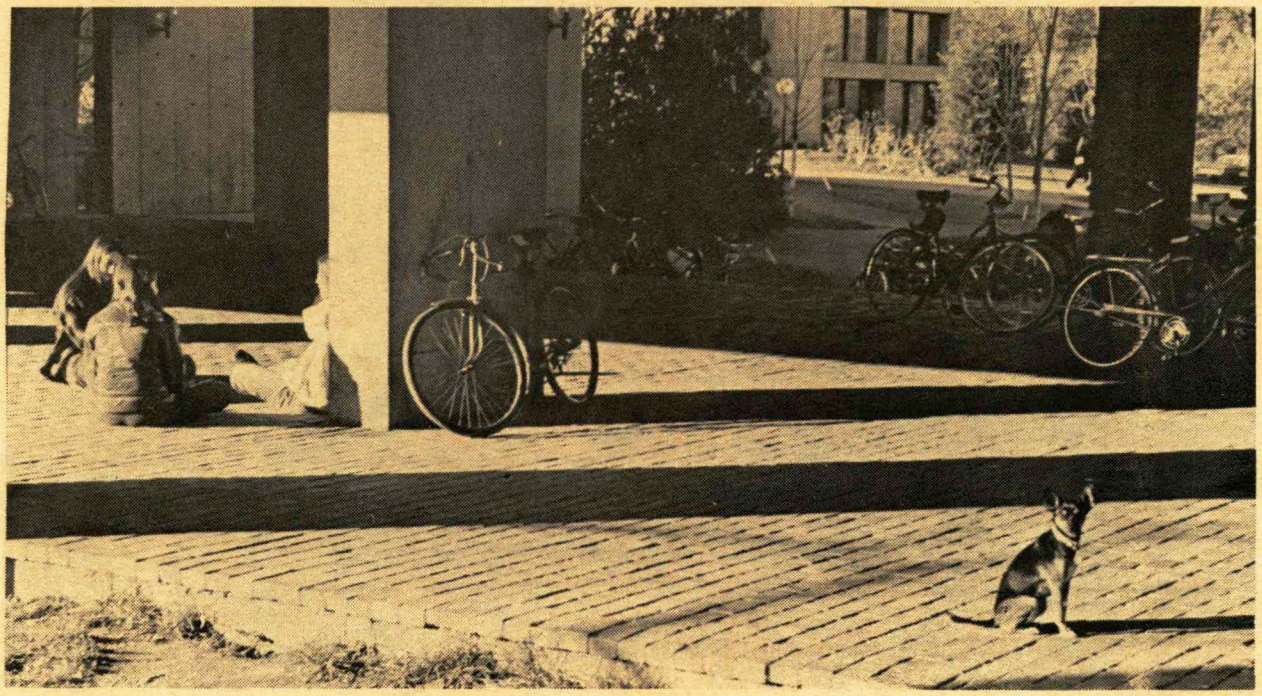
Fees 1974-75	*RESIDENT*	*NON-RESIDENT*
On or Before April 1, 1974	*$ 500*	*$ 500*
On or Before August 15, 1974	*1800*	*1150*
On or Before January 20, 1975	*2300*	*1650*
TOTAL	*$4600*	*$3300*

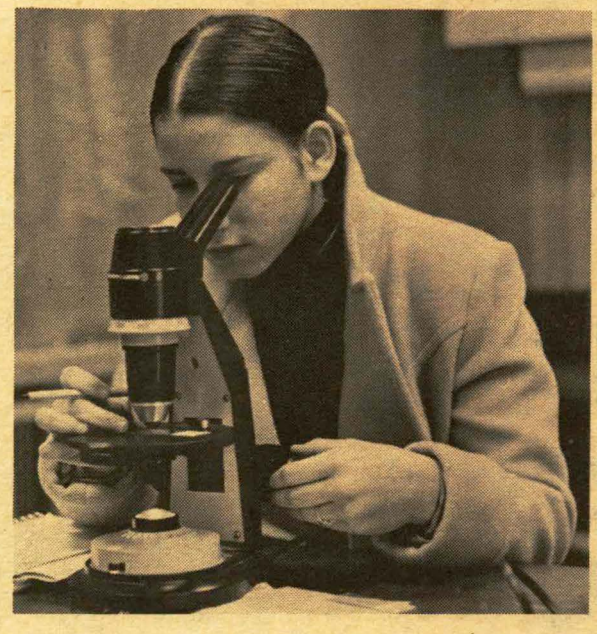
Note: For cost purposes Winter Study is included in the first semester. Students beginning in the second semester with Winter Study will be charged an additional $275 for that period.

Increases. The current policy of the Kirkland Board of Trustees is that the College must make periodic fee adjustments to compensate for rising costs. Notices of such changes are normally given in the preceding academic year, and insofar as possible, the college makes compensatory adjustments in financial aid to current and incoming students who apply and qualify for such aid. At the present time, the College projects an increase of at least $200 in the overall fee for 1975-76.

ANTICIPATED FEES 1975-76	*RESIDENT*	*NON-RESIDENT*
Tuition and Fees	*$3350*	*$3350*
Room	*700*	*--*
Board	*750*	*--*
TOTAL	*$4800*	*$3350*
SEMESTER BILLING		
Tuition and Fees	*$1675.*	*$1675*
Room	*1350*	*--*
Board	*375*	*--*
TOTAL	*$2400*	*$1675*

Matriculation fee. There is a $500 annual non-refundable matriculation fee required of all students. It should accompany the applicant's acceptance of the College's offer of admission. In the case of admission under the Early Decision Plan, one-half of the matriculation fee must be received by the College within two weeks of the offer of admission; the final half must be received by May 1. Currently enrolled students are billed for the matriculation fee in mid-March; payment is due April 1.





Graduation fee. There is a $20 graduation fee required of all seniors. The fee is charged to the second semester bill.

Refunds. In the event of withdrawal from the College for any reason after payment has been made, the College normally prorates only that portion of the overall fee allocated to cover board. No other refund is possible.

Non-payment. A student may not register for classes unless payment for the semester has been made, and no student whose bills are unpaid may receive a degree or obtain a transcript of her record.

Special fee. A full-time program of study, as covered by the annual overall fee, is three or four courses per semester, two semesters a year, with the option of over-electing, i.e., enrolling in a fifth course once without extra charge during the student's enrollment at the College. A student carrying an over-election, unless it is the first one, is charged $425 in addition to the overall fee. A student carrying only one or two courses (less than the minimum full-time program) is charged $425 per course in lieu of that portion of the overall fee assigned to tuition.

There is no charge for Field Work taken in place of a fourth course, but for each Field Work taken otherwise a fee of $100 is charged. For each Kirkland course taken in absentia, $200 is charged in lieu of the overall fee. For a Work-Study program, normally the equivalent of three courses, $300 is charged in lieu of the overall fee.

Students from other colleges enrolling in Winter Study, but not as part of an exchange program, will be charged $275 covering room, board and tuition for the Winter Study period.

FINANCIAL AID

The College will allocate its funds for financial aid on the basis of demonstrated financial need to those who have qualified for admission. Because these funds are limited during Kirkland's first few years, applicants for aid should make every effort to obtain outside support. However, no student should refrain from making application to Kirkland solely because of financial considerations.

New York State Regents Scholarships, Scholar Incentive and Tuition Assistance awards may be applied to Kirkland's tuition, and New York Higher Education Assistance Corporation loans are available. (The loan and scholarship programs of many other states may be used as well.) National Merit Scholarships are also applicable at Kirkland.

In addition, Kirkland participates in a number of the federal government's programs of assistance in financing higher education. These include National Direct Student Loans administered by the College, the College work-study program under which students may work during the school term and vacations, on campus or at approved off-campus agencies, and Educational Opportunity Grants, which are direct grants awarded in amounts up to $1,000 per year to students with substantial financial need.

Kirkland awards, scholarships, loans and jobs, usually in combination. Various jobs are available, primarily on the campus, ranging from dining hall and library positions to research for faculty. Most campus jobs are awarded as part of the financial aid package; thus, any student desiring a campus job must submit the Parents' Confidential Statement. In addition, the campus Career Center works with the Financial Aid staff in locating jobs for students (including students who are not on financial aid) during the academic year, as well as for summer employment.

Financial aid awards are not renewed automatically. Students who wish to be considered for a renewal of an award must file an application with the Director of Financial Aid by March 15 of each year.

If a student enters Kirkland without a scholarship and subsequent changes in her family's financial situation make assistance necessary, the College will make every effort to help her. However, it should be understood by applicants and parents that it is unwise for a student to exhaust her resources during the first year of college in the hope of receiving scholarship awards for the three remaining years. Since the College's major responsibility is to those who enter on scholarship, all who need financial aid are strongly advised to apply for it when they apply for admission, as well as to investigate all possible sources of financial assistance.

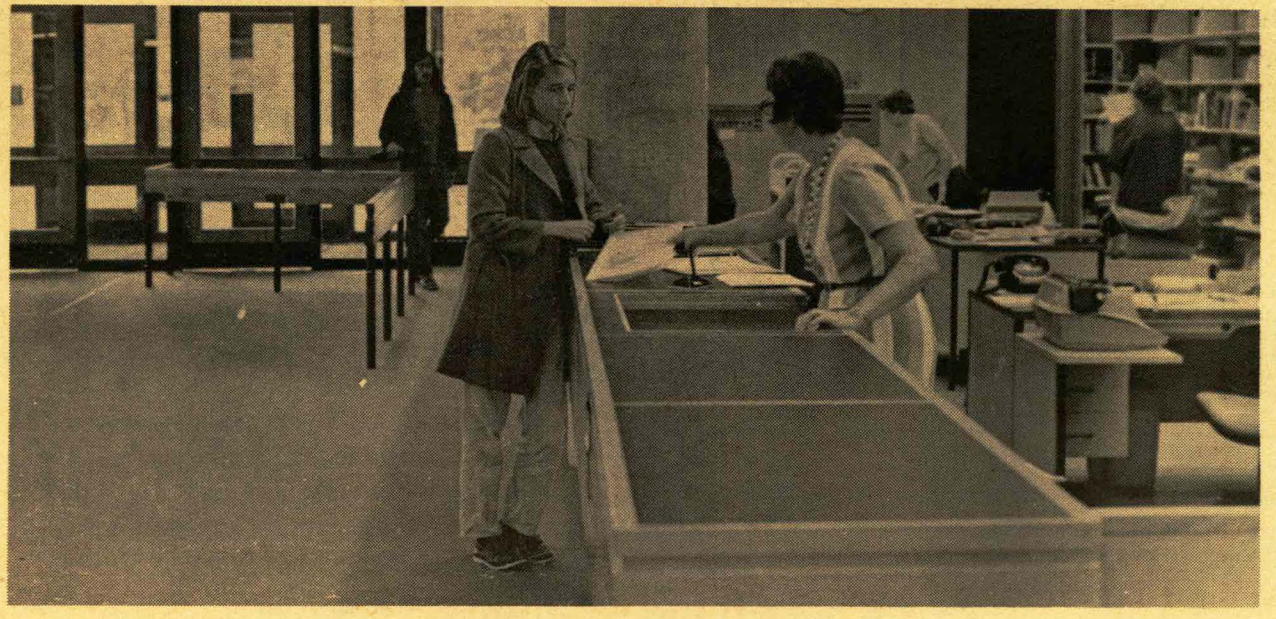
The following special funds have been established in support of Kirkland's financial aid program. All awards are made on the basis of need.

The Elyn Cheney Bagpiper Scholarship.

The Edward Johnson Dietz Memorial Scholarship Fund.

The Margaret and Arthur E. Moog Scholarship Fund.

Further information is available through the Financial Aid Office.

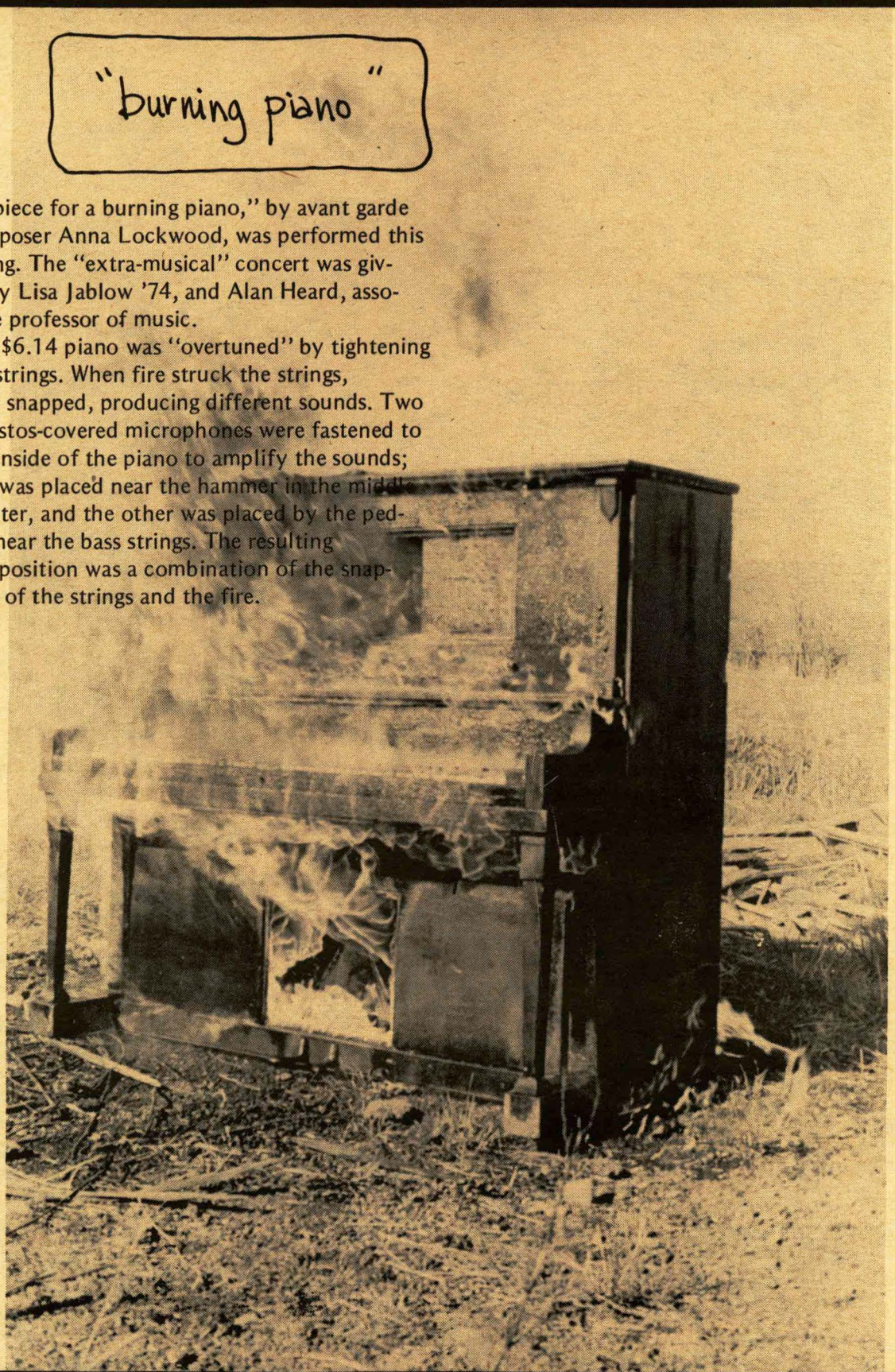


Kirkland Community

"burning piano"

"A piece for a burning piano," by avant garde composer Anna Lockwood, was performed this spring. The "extra-musical" concert was given by Lisa Jablow '74, and Alan Heard, associate professor of music.

The $6.14 piano was "overtuned" by tightening the strings. When fire struck the strings, they snapped, producing different sounds. Two asbestos-covered microphones were fastened to the inside of the piano to amplify the sounds; one was placed near the hammer in the middle register, and the other was placed by the pedals, near the bass strings. The resulting composition was a combination of the snapping of the strings and the fire.



"a language of freedom"

Several mutual concerns about the meaning of "community" on the Kirkland campus, have been evident in a number of meetings and conversations with students, faculty, and staff members, and through current issues. Let me think aloud and solicit your responses to the following:

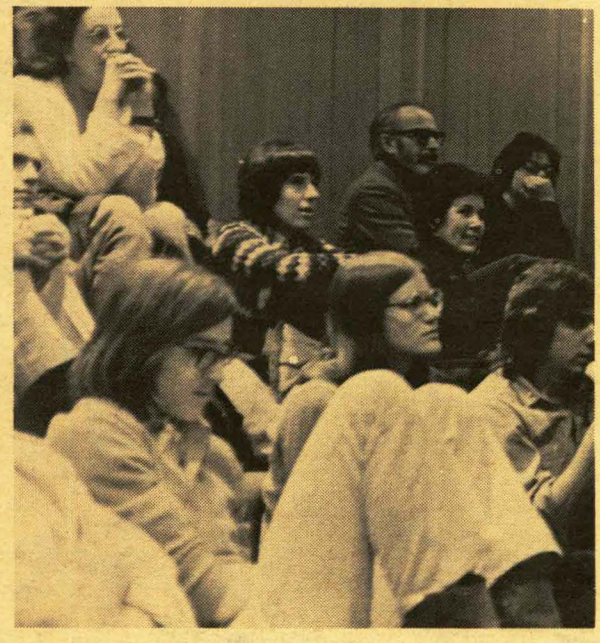
New students, comparing the Kirkland they thought they were coming to with the Kirkland they are experiencing, are feeling somewhat isolated from one another and from the larger Kirkland community. Contacts with faculty members, with upperclasswomen and staff have seemed for many to be limited and formal. While new students have praised the fine movie programs on campus, they have found few alternatives to the pub as places available for talking and getting to know one another. Upperclasswomen and some faculty members feel the same needs. The Student Life Committee is exploring sites and costs of a wine and cheese cellar—a place open each evening where members of the Kirkland community could meet formally. Suggestions have been made that it be equipped with a stereo sound system, posters, candles, etc.

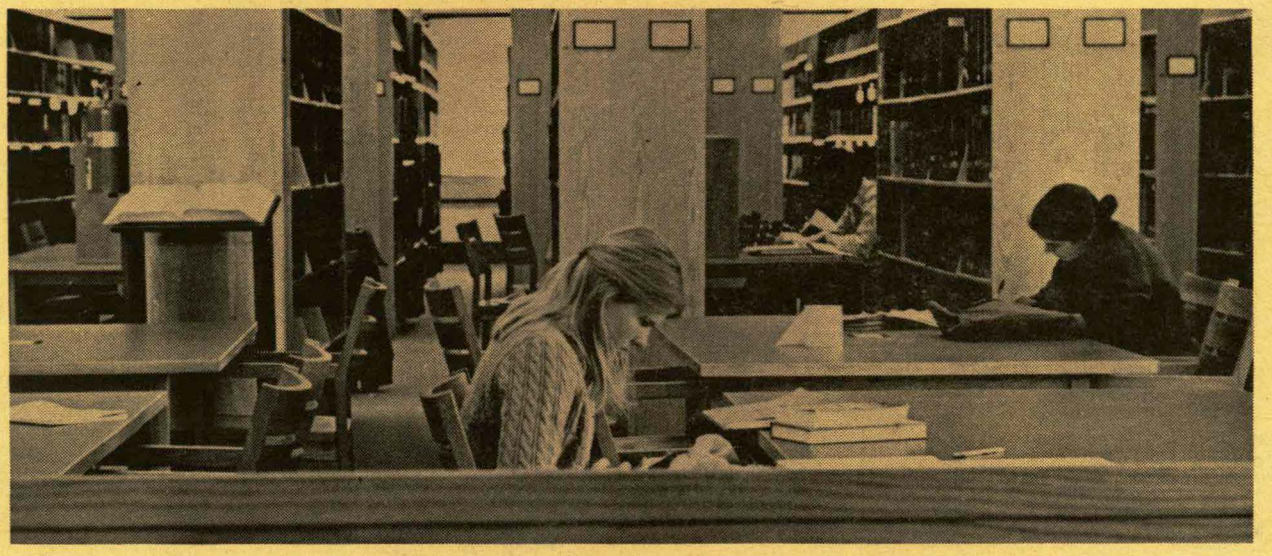
The members of Assembly and the Student Caucus have tried to encourage community involvement in the governance of the College. Participation has been disappointing, attendance has been minimal. Why? One Kirkland faculty member believes that, in part, the lack of involvement reflects the larger societal pattern. "American society and Kirkland College assert a language of freedom, creativity and untravelled paths; we say this to people who are already alienated, in a setting where superficiality rather than real relationships pervades."

Other students and faculty members point out that we attract independent individuals who, because of the nature of their self-selected programs and lack of structure, are further isolated from one another.

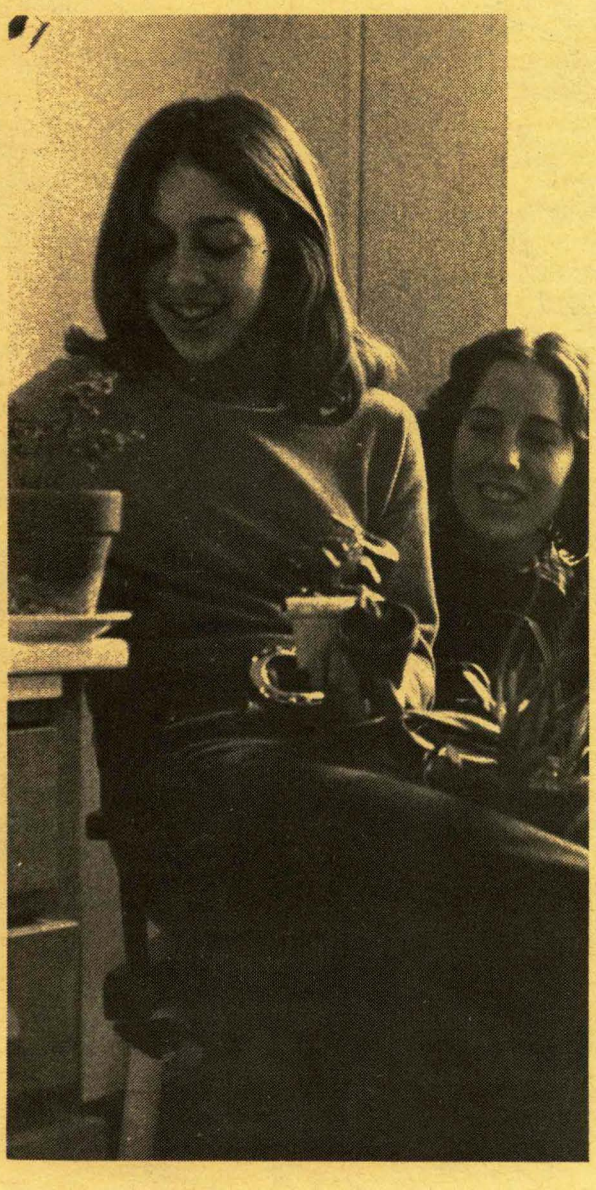
People tend to invest themselves in programs or relationships that are personally rewarding. Why involve yourself in a committee or a project that doesn't have personal fringe benefits? A good question.

Jane Poller
Dean of Student Affairs





"challenges of 'innovative' education"



The realization that Kirkland is not a utopia often comes as a rude awakening to members of this community. It's not that we are so naive as to believe that a perfect environment exists, but Kirkland sounds so good—it's hard to resist the almost contagious enthusiasm which pervades the campus. This enthusiasm is not without foundation; Kirkland has the potential to be a most exciting place of learning if we actively confront the challenges of "innovative" education.

It is important to understand that Kirkland is composed of many elements, hence, many problems, which are common to all communities. Among these are: a system of authority, a governmental structure, a diverse group of inhabitants with different goals and needs but with a common responsibility to the community, financial obligations, and an interdependent relationship with its surrounding society.

Of course, Kirkland also lacks some features that inhibit many communities, the most important being that nothing in our community is absolute, immobile or rigid. Some things are harder to change than others; but except for our buildings, nothing is cemented into place.

Patti Pomerantz '75

In the Beginning

Kirkland College opened its doors to students in September, 1968, the first independent college for women to be founded in the eastern United States since 1926.

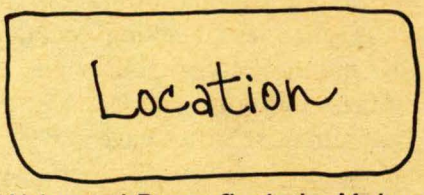
In 1961, Robert W. McEwen, fourteenth president of Hamilton College, initiated a study of ways to expand his college to meet the modern educational needs without sacrificing Hamilton's all-important human scale—its moderate size and favorable student ratio. With a committee of Hamilton trustees and faculty members, he perceived that the best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, each independent, each coordinate with the others, and each committed to teaching as its primary responsibility.

In recommending the cluster plan, the Hamilton trustee committee, headed by Walter Beinecke, Jr.—later first Chairman of Kirkland's Board of Trustees—proposed that the initial unit of the cluster be a liberal arts college for women. (Kirkland is the only college so far to result from this plan.) The committee members envisioned a new kind of institution which would respond as wholly as possible to the intellectual and personal needs of women as they were evolving in the second half of this century. President Emeritus Millicent C. McIntosh of Barnard College accepted the chairmanship of a committee of distinguished educators who examined the question of how the new college should try to meet those needs. From the outset, members stressed the importance of confining their discussion to the requirements of academically superior young women who would be at least the intellectual peers of Hamilton students, since cross-registration for courses between the two colleges was to be (and is) one of the most vital elements of coordination. Another of their major assumptions was that the post-college life of a woman demands of her a greater amount of flexibility in adjusting to changing circumstances than is normally required of a man. The committee met with groups of recent alumnae of several colleges, asking them what changes they would recommend in the educational systems through which they had passed. From these investigations came the McIntosh Report, a document that served as the basis for the creation of Kirkland—its philosophy, its practices, it aspirations.

The College takes its name from the township in which it is situated. In naming Kirkland, however, the trustees also honored Samuel Kirkland, a missionary who, in 1766, came to the Clinton area to live among the Oneida Indians. There, he later founded an academy to educate white and Indian youth; in 1793, with the help of Alexander Hamilton, Kirkland chartered his school as Hamilton–Oneida Academy which, in 1812, became Hamilton College.

"The best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, ...each committed to teaching as its primary responsibility."

Kirkland College was granted a provisional charter by the Board of Regents of the State University of New York in 1965; the charter was made absolute two years later. The Charter Class was graduated in May, 1972. The following December, Kirkland was accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Kirkland is a member of the Union of Experimenting Colleges and Universities. Its student body is approximately 620, with a faculty of 50.



The cities of Utica and Rome flank the Mohawk River and New York State Barge Canal. Ten miles south of Utica is the Village of Clinton, population 2500, complete with village green, bandstand and fountain, and the amenities that are normal to an exurb of a fair-sized urban agglomeration. Kirkland and Hamilton Colleges are immediately adjacent to Clinton, located on a plateau overlooking Oriskany Creek and the Mohawk Valley. The region offers a variety of diversions, sportive as well as cultural, historic and contemporary. These are elaborated in *The Student Handbook.*

Facilities

Because it is a very young institution, Kirkland has a modern plant, the most recent buildings completed in 1972—all designed by the celebrated Cambridge architect, Ben Thompson. Only one element of the plan as originally conceived remains to be erected, an auditorium/theatre large enough to accommodate a substantial proportion of the two-college community.

McEwen Hall is the central building of the College. It houses the admission office, development and public relations offices, classrooms, a formal reception hall, the dining area, a cinema lab, mail center and coffeehouse.

The List Arts Center has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; rehearsal halls and practice rooms for music, a dance studio, exhibition areas; classrooms, faculty offices, projection and recording facilities; and an electronic music studio.

The Kirner Building and the adjacent *Johnson Building* house seminar rooms, classrooms, a botany laboratory and other science facilities, the *Fred L. Emerson Library,* student study carrels, faculty and administrative offices, the Red Pit and a 200-seat lecture hall for academic and audio-visual presentations. The Emerson Library holds a basic reference collection and closed reserve reading for Kirkland courses, general journals and newspapers, and the McIntosh Collection on Women.

The projected auditorium/theatre is planned as a connecting link between McEwen Hall and the List Arts Center, which would architecturally complete the academic complex and give access to professional rehearsal and performing space for students working in drama, music and dance. It would offer the additional benefit of attracting cultural programs of national stature.

STUDENT LIFE

Residence Halls

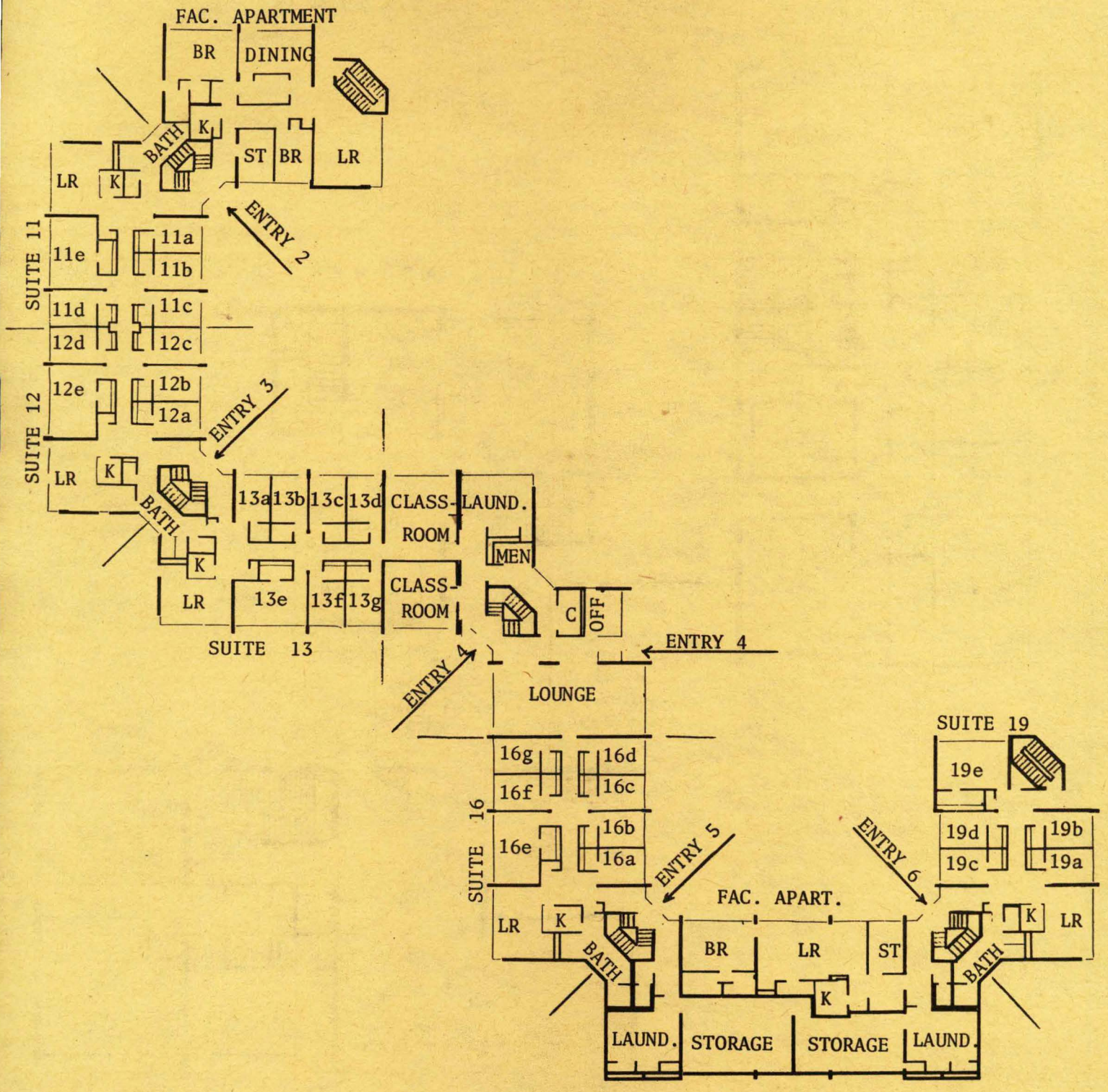
Each of Kirkland's residence halls includes not only student living quarters, but also a

faculty apartment and a seminar room. This arrangement encourages the informal association of faculty and students, and also reflects the College's belief that arbitrary lines between the curricular and noncurricular spheres are unnecessary and are to be avoided.
There are two types of residence halls. The first type, housing between 40 and 90 students is divided into "half-floors" containing four single and four double rooms. Each of the halls has its own public area for guests and gatherings, a small informal lounge on each upper floor, and kitchens for snacks and occasional meals. The second type is much larger but arranged in six-student suites of four singles and one double, each suite with its own kitchen and living/dining room. Students are responsible for the care of their own rooms.
Last year one residence hall at Kirkland became a cooperative housing unit. Thirty women and sixteen men, who lived in Keehn Hall, shared cooking and maintenance responsibilities. The cooperative living plan was initiated by a group of Kirkland students and faculty, endorsed by the Board of Trustees and the Assembly, and aided by funds from the New York State Dormitory Authority.
Three additional dormitories, Minor, Milbank and Root Halls, have co-ed housing sections. Fifty Kirkland students, equal to the number of Hamilton students living on the Kirkland campus, have the opportunity to live on the Hamilton campus in North, South and Carnegie Halls.

Suites

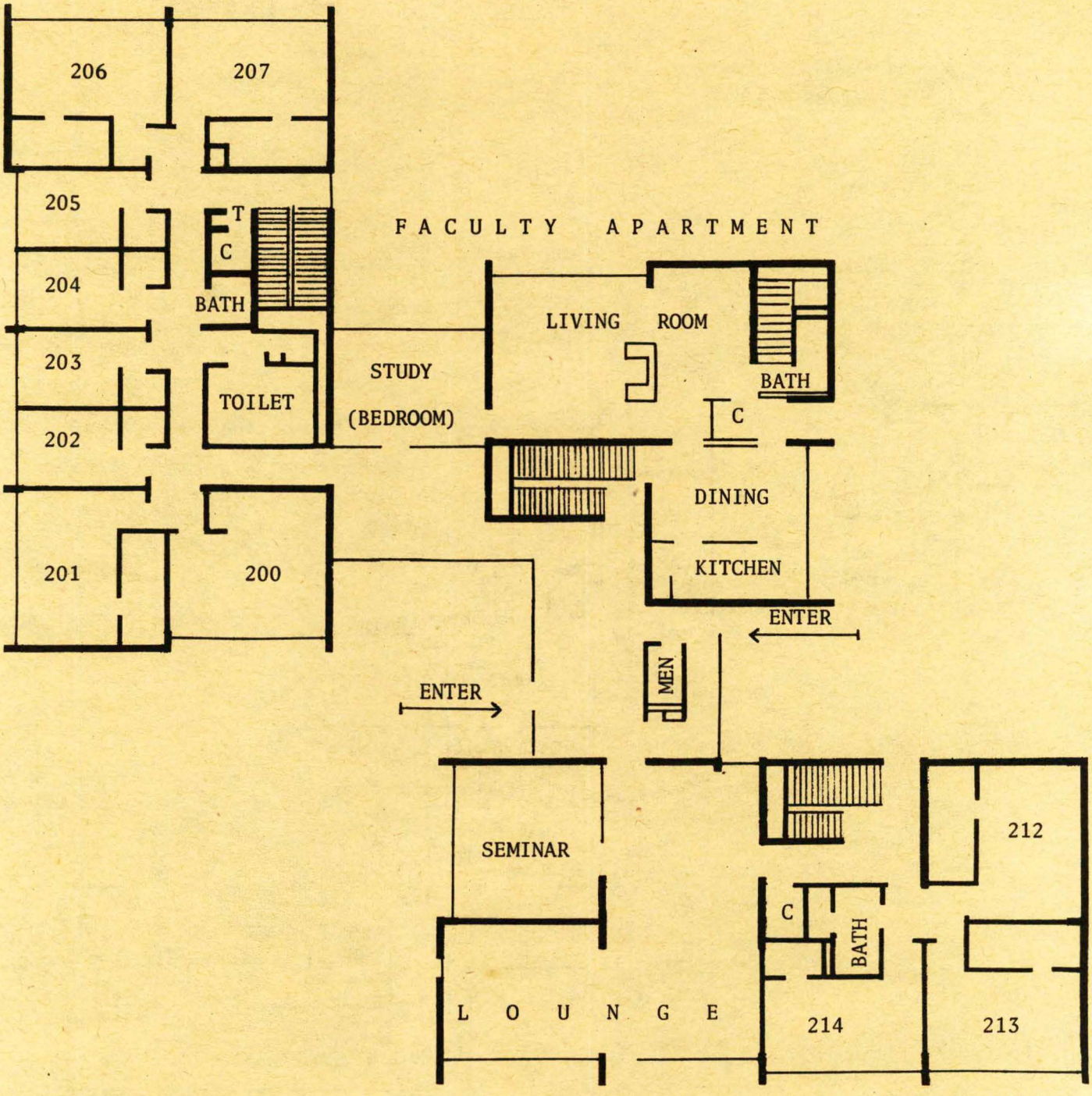
The suites provide about half the housing on campus. To give you some idea of what suite living is like, we solicited the following statement from a student who has lived in "B" dorm during the last year.

The description that best approximates suite life is apartment dwelling. In a fairly large apartment, of course, but having all the advantages of your own place with few of the disadvantages. Suites have a living room (with ceiling-to-12-inches-off-the-floor-wall-to-wall-windows) and a small kitchen with an electric range and oven, as well as refrigerator. There are four single rooms in each suite, and one double. The six occupants live in fairly close contact, forming closer ties than do students in most halls. This can be very nice, as the suites are more or less self-contained; on the other hand, this intensity aggravates personality conflicts and at times leads to isolation from the rest of the student body.
Personally, I thought it was worth the hassles over cleaning the kitchen. I like the feeling of having a place besides my room in which to socialize, and the opportunity to live with friends in a more personal situation. I think it's the best housing option on campus.



DORM A
FIRST FLR.

6/9/1972



ROOT FIRST FLR.

6/8/1972

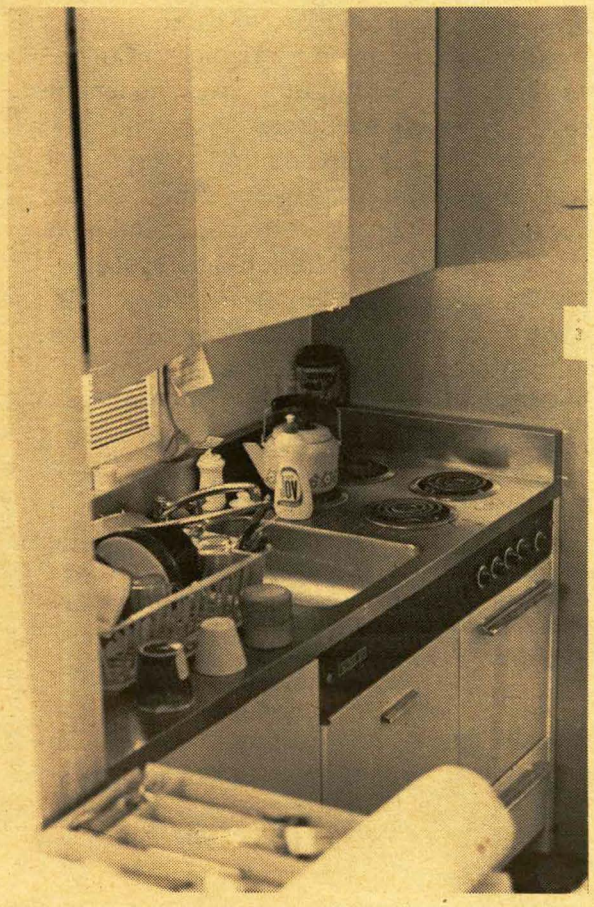
"living in the suites"

I ended up living in the suites by mistake this year, with two friends and three freshmen who became friends. We were very independent of each other—often not seeing the others for more than 5 minutes for days at a time. Relations were extremely friendly but not exclusive. We had, I think, a very good suite.

One of the best things about suites, besides a convenient kitchen for midnight snacks, is the lounge-living room. It serves as a place beside your bedroom in which to socialize, and immediately makes living in a dorm much less like living in one room and more like apartment living.

I had always heard the suites are very "intense;" that you live day and night with the people and don't see anyone else. Partially because we were on the meal plan, that did not happen in our case. There is, though, the possibility of problems because of the small size of the living unit, and the close proximity in which you live to one another. All in all, though, I enjoyed it and would definitely do it again.

Barty Warren



Religion

Services of the three major faiths are held in the Hamilton College Chapel. The Chapel Board of Hamilton and Kirkland, with both students and faculty members, arranges for religious services in the Chapel and sponsors other activities, in cooperation with Hamilton's Chaplain. Congregations in Clinton and Utica represent all major denominations.

Extracurricular Activities

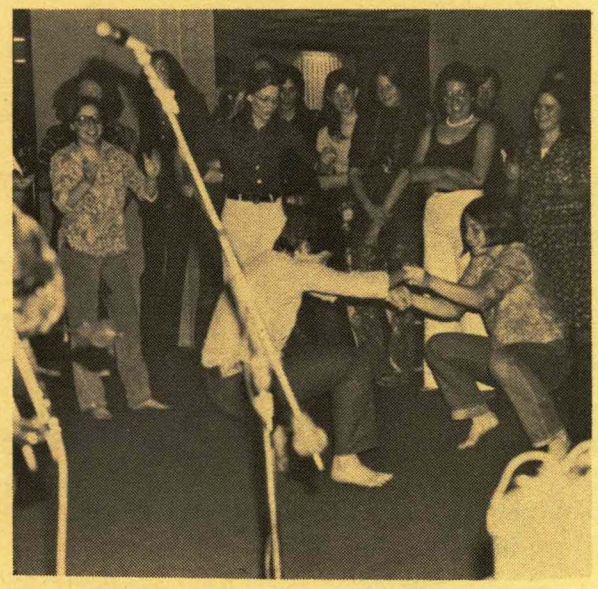
The range of extracurricular activities at Kirkland is as broad as the interests of the students who initiate them. They now include a student-run coffee house, the Women's Center, a magazine of the arts, a yearbook, several musical groups, the Hamilton/Kirkland Choir, Woodwind Ensemble, Brass Choir and De Gustibus, a chamber group devoted to early music. There are also numerous other Hamilton/Kirkland joint activities, including *The Spectator,* the weekly newspaper, WHCL, the colleges' radio station, an annual folk festival and several political and social groups, including the Black and Puerto Rican Union. The Trustee Committee on Kirkland as a College for Women sponsors a film series and lectures. There are two film societies on the Hill which show weekly films. In addition to drama and dance within the Arts Division, there are extracurricular dramatic productions and modern dance classes. Art exhibitions are regularly held in the List Arts Center, the Edward W. Root Art Center, the Bristol Campus Center, and at the Kirkland Art Center in Clinton. There are no sororities at Kirkland College.

Health

Kirkland and Hamilton share the Thomas Brown Rudd Health Center. A physician and a clinical psychologist are in residence. Registered nurses are on duty twenty-four hours a day. Consultations with specialists are arranged as needed. In addition to the services of a consulting gyecologist, the facilities of the Planned Parenthood Association are available to Kirkland students, through an agreement with the Association.

Most services of the Health Center are covered by the overall fee. Exclusions are noted in the *Student Handbook* which is distributed in the fall.

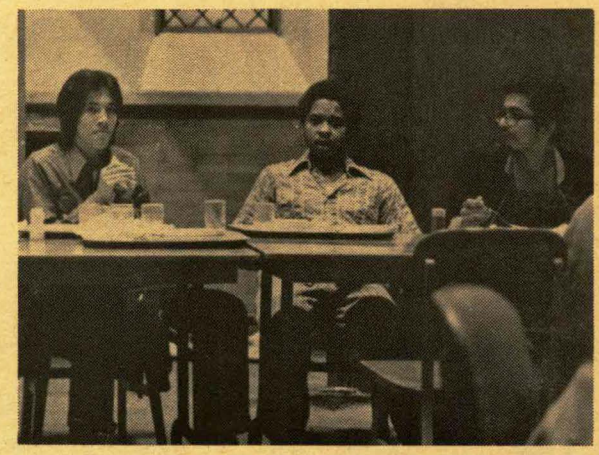
All full-time Kirkland students are automatically enrolled in a ten-month group accident insurance policy which covers the actual cost of any medical or surgical treatment that may be required as the result of an accident, including hospitalization and the services of trained nurses. For any accident not the result of college-affiliated activities, a $50 deductible clause applies. Also, each full-time student is covered under a medical disaster policy which provides for the payment of 80% of charges above $500 and up to $5,000



per accident. All insurance coverages are subject to the usual terms and conditions as required by the New York State Insurance Department.

To be assured of twelve-month protection and coverage of illness beyond the provisions of Kirkland's ten-month health services, a student should be included under her family's health insurance plan.

A complete physical examination (by the doctor who has known the student most recently, if possible) is a requirement for admission to the College. Results of this examination are reviewed by the College physician and provide basic information for future care and treatment.



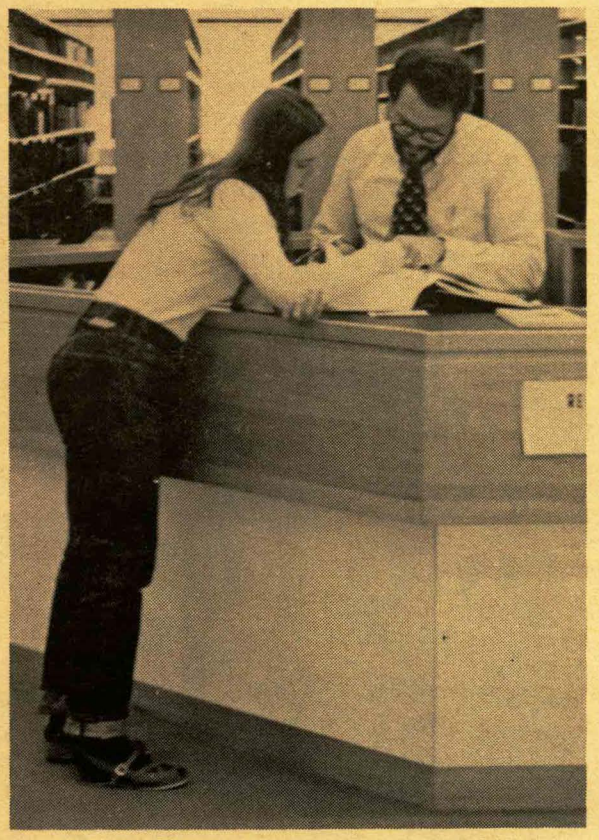
BLACK AND PUERTO RICAN UNION. The Union opened in 1969, affords facilities for the presentation for the black and Puerto Rican perspective through discussions, lectures, art exhibits and similar educational, cultural and social events. The Union is open to all members of the Hamilton and Kirkland communities.

BRISTOL CAMPUS CENTER. The Bristol Campus Center, built in 1966, was designed for the joint use of Hamilton and Kirkland. The Center includes a college bookstore, reception areas, guest rooms for visitors, dormitory rooms for student guests, snack bar, lounges, TV room, bowling lanes and billiard tables, and rooms for student activities. In addition, the building provides gallery space for several student and professional exhibitions during the year.

THE CHAPEL. The Hamilton College Chapel, a beautiful example of Federal architecture designed in 1827 by Philip Hooker, is available for the use of both campuses. Aside from regularly scheduled religious services, the unconsecrated building also affords a place for public assemblies, concerts, recitals and lectures.

MINOR THEATRE. The Minor Theatre is a complete remodeling of a building long on the Hamilton campus. It is used for student-run undergraduate productions and college-sponsored work in drama.

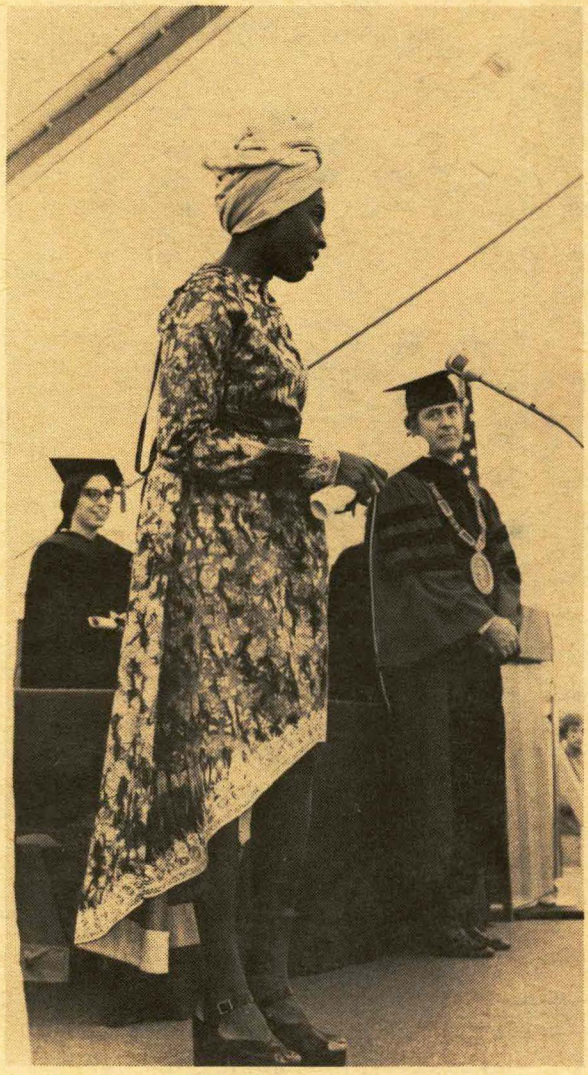
THE DANIEL BURKE LIBRARY. The joint collections of Hamilton and Kirkland are housed in a large new structure completed in 1972, to serve both colleges. The building gives Hamilton and Kirkland one of the outstanding small-college library facilities in the nation.



The library collection numbers some 300,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microform material.

Students have free access to the stacks and are instructed in the use of catalogs, bibliographies and reference,works, and in other research techniques. Research desks are provided for students undertaking independent studies and term papers, and a twenty-four hour reading room is open to students and faculty. Books may be borrowed for a full semester; no library fines are imposed.

Noteworthy among the Library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel, and the Walter Beinecke West Indian Collection.



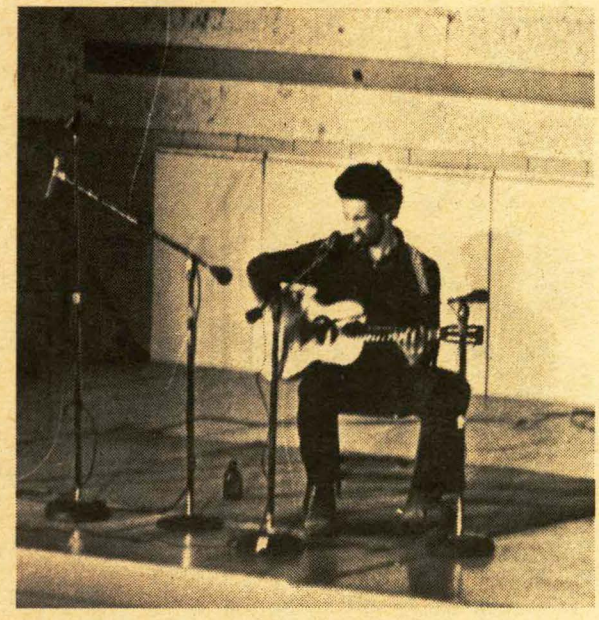
THE BLACK & PUERTO-RICAN UNION

The Black and Puerto-Rican Union of Hamilton and Kirkland Colleges has endured the high-sounding phrases of the late sixties. It has seen the intellectuals and the radicals bump heads and then disperse. The Union, after six years, is still a functioning organization.

The Union does try to educate the community by organizing its annual Cultural Week and sponsoring other events throughout the year. We also have, as a functioning part of the Union,the UHURU Ensemble, which is a group consisting of musicians, singers poets, artists, and sometimes actors.

It is always the Union's hope that the freshman class is one filled with vigor, talent and new ideas.

The Black & Puerto-Rican Union



Kirkland College can be an up as well as a down for a black female. What determines the state is the sister's attitude. There are several things she must understand about herself before she comes to Kirkland: her interpretation of her blackness; how far she is willing to compromise herself; the type and extent of social life she will need to survive the solitude of Clinton, New York; and the reason why she chose Kirkland. It's also important for a sister to understand that no matter where she goes, she will be confronted with prejudice, and Kirkland is no different. In some cases, it's more ignorance than prejudice: at Kirkland you will meet white girls who have never had a conversation with a black person before and know only what they have read and are told about blacks; in most cases this is the stereotype image of movies and television.

One last note, if you still have that "kill-whitey" attitude left over from the "Right-On! Black-Power!" days of the late sixties; or if you worship the ground whites walk on, then Kirkland is *not* the place for you! The black student at Kirkland must be able to associate with whites and still maintain her blackness and loyalty to her sisters and brothers on the Hill.

Salaam

Bring your music with you!!

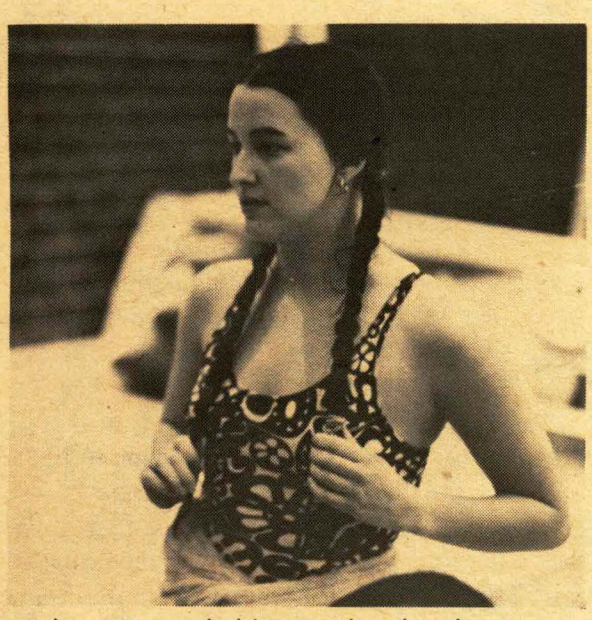
Lynn K. Pannell

Physical Education

Kirkland College has no required program in physical education, nor is it likely to move in that direction in the forseeable future. Rather, a recreational program which seeks to respond to the interests of an ever-growing number of concerned and participating students has been developed by the Co-ordinator of Athletics and a student athletic committee. Competition at the intramural level in volleyball, basketball, squash, softball, ice hockey, and swimming is open to all interested students and for qualified players there is an intercollegiate tennis program at both the varsity and junior varsity levels.

For those with a special interest in the out-of-doors, the Outing Club (for a small membership fee) offers a wide variety of seasonal activities such as canoeing, sailing, hiking, camping, rock climbing, skiing, snowshoeing and toboganning, as well as the privilege of borrowing equipment. For those wishing to ride, neighborhood stables provide excellent facilities and instruction at reasonable rates.

Entering students who wish to participate actively in such field sports as lacrosse, hockey, and soccer should recognize that the opportunities are limited by the absence of Kirkland playing fields. (We do have access to Hamilton's facilities during specially-scheduled hours.) Plans for outdoor tennis courts are being made. With two platform tennis courts scheduled for early completion the College will, for the first time, have some athletic facilities of its own. As a result, an expanded instructional and recreational program can be expected.



Although Kirkland's program is limited mostly by the lack of independent facilities, almost anything is possible. How? Students with imagination, interest and persistence will discover that with the support, enthusiasm and cooperation offered by the Co-ordinator of Athletics and the student athletic committee, they can implement their ideas. Experiment! In the fall of 1973, a mini-course in judo and an exercise class were tried and found to be so successful that they were repeated for longer sessions in the spring—they will again be offered during the 1974-75 academic year. There are students who zoom (via bicycle) cross-campus, from classes to tennis courts to Assembly meetings, in sweat pants, with books and tennis rackets on their backs; there are those who are less conspicuous, but just as involved in Kirkland athletics. Anyone can initiate, and participate in, athletics programs.

Community Governance

Kirkland sees educaton as a process of individual development in which the academic and the largely personal are inseparable.
The assumption of the College in the academic realm is that insight—intellective knowledge—is the product of disciplined study centered upon course work, that ideas are rarely the exclusive product of any one discipline, and that emphasis on the interrelationship of disciplines can produce a special and important kind of intellectual sophistication. Beyond these considerations there remains the question of the limits of the educational process. To quote from a report of The Hazen Foundation, "To split 'intellectual' from 'other' development seems highly analytic, for in practice, when dealing with an individual, it becomes virtually impossible to separate intellectual from moral and emotional growth."
The College demands much of the individual student from the beginning, believing that our society has generally tended to underestimate the ability of young adults to act responsibly when given genuine, rather than token, control of their own behavior.
Kirkland is an institution of higher learning uniquely dependent upon the active involvement and commitment of the people who are a part of it. Both students and faculty are voting members of six standing committees of the Board of Trustees, and, in the Kirkland Assembly, the College's legislative body, faculty and student share the responsibility for establishing regulations that embrace the social, cultural and academic aspects of the college. Therefore, there is no student government, as such, at Kirkland.
With the ratification of the Kirkland Constitution in 1969 and subsequent creation of the Assembly, an initial statement was made about the participatory nature of the Kirkland community and the belief that Kirkland students have the maturity to join in the conduct of the College's affairs. Policy in regard to such matters as admission, curriculum, degree requirements and student life is discussed and voted upon in the Assembly by student and faculty representatives, and their actions, in most cases, are subject only to the review of the Trustees or the President acting on the Board's behalf. Curriculum decisions are also subject to the review of the Division or Divisions concerned.

Assembly

Kirkland is entering its seventh year; I am entering my fourth year at Kirkland. I have grown here and I have seen the institution grow. But I am becoming impatient. Our goals are high—and we know it. But we have a tendency to emphasize their height instead of the strenuous work needed to reach them. I am dissatisfied because I think we can do better institutionally.
Anyone associated with Kirkland should be aware of where we stand within the American higher education system—I believe we're at the top. Our academic standards are high and our students have more academic freedom than I've observed elsewhere. Within the community, the governance structure reflects the responsibility and faith that go along with the freedom we try to maintain. We are creating extra pressures by offering this individual freedom—we must be committed to deal with them.
Like any other college, there are different interest groups within Kirkland. The entire College is accountable to the Board of Trustees, who are responsible for us. We have a faculty who must compete for jobs and recognition beyond the confines of Kirkland. We have a student body who chose Kirkland above other institutions from which to receive an undergraduate education. We have an administration who must not only make sure that all this holds together and functions, but that we grow to meet the new and increasing demands thrust at all colleges.
We must recognize these different interests, and yet we offer a unicameral, representative governance structure. Is it compatible with the needs of the community? Can it withstand the pressure of such diverse demands and function efficiently? The structure and the needs

of the community seem compatible—theoretically. Our acceptance of the educational goal and Kirkland's unique way of articulating it should unify us.

But the above questions cannot be answered theoretically. Acceptance of the structure on an abstract level is meaningless if it does not function practically. The Assembly rests on three practical concepts—representation, communication, and responsiveness or accountability. There are weaknesses in all three of these areas, which lead to serious questioning of the efficacy of such a structure at Kirkland. None of the problems seems to be fatal, though all need serious commitment by the entire community and work by those with special interests to become strengths.

Kirkland Student '75

The Assembly—Ideal and Practice

Kirkland has many ideals. One of the basic ones with which we began was that of active cooperation among students, teachers and administrators in determining the policy and practice of the College. Such cooperation appears in almost every activity, but perhaps the most obvious example is the Assembly, a major institution at Kirkland which attempts to practice cooperation between groups isolated from each other at many colleges.

The members of the Assembly, half from the faculty and half from the student body, function as the legislators for the College. The Assembly's committees (most notably, those for curricular affairs, admission, student life and special committees) have responsibility for guiding and reviewing the policies and daily workings of the College. Students, teachers and administrators work together on these committees and in the Assembly to define and solve problems, to maintain quality, and to guide us ever closer to practicing Kirkland's ideals and to redefining them in response to changes within and outside this community.

As with most ideals and guiding principles, the practice falls short of everyone's hopes. Apathy and academic pressures mean that all of us occasionally give less attention to goals than to momentary solutions for daily problems. Legislation and the definition of policy are complex matters, and we often seek the simple avoiding complexity. Thus, many matters need careful attention, and this attention will require dedication—not only to the ideals of honest communication and cooperation but also to the reality, for example, of long discussions which sometimes appears to have no specific effect.

The Assembly has much potential power to help determine Kirkland's future directions. In the years of my membership, I have seen that power used effectively and I have seen it evaded. As with much of the reality of Kirkland, success depends upon the dedication of concerned individuals.

Jerrald L. Townsend
Division of the Humanities
Faculty Representative to the
Assembly, Spring, 1969 through
Fall, 1971 and 1973/74.
Secretary of the Assembly, 1973-74.

Coordination between Kirkland and Hamilton: Just what does that mean, more or less?

That the head of this brief section should be put in the form of a question is no accident. The question arises frequently and is rarely answered to the total satisfaction of those who bring it up.

Stated simplistically, coordination between Kirkland and Hamilton is close and effective; it is also sometimes remote and exasperating. In other words, it is very like a marriage—which, in fact, it is. The reasons for the closeness and efficacy are obvious: It is in the interest of each college to make maximal use of the other's courses, faculty and facilities. The reasons for the remoteness and exasperation stem in part from a marked difference in age, style, and outlook. Hamilton is nearly 165 years old; Kirkland will be 10 in 1975.

In addition to the central feature of cross-registration for courses at both colleges, coordination provides for the operation of several joint offices—the Health Center, the Career Center, The Office of the Registrar, the Bristol Campus Center, the Minor Theatre, the Daniel Burke Library, the Financial Aid Office,the new computer facility, the Physical Plant and Maintenance department, the College Bookstore, the print shop, the Edward W. Root Art Center, the Higher Education Opportunity Program and numerous student-operated groups and committees.

Perhaps one way of explaining more clearly what coordination really means here is to distinguish it from coeducation. As we have indicated in other portions of *Particulars*, Kirkland and Hamilton students may occupy dormitories on each others' campus as well as attend each others' courses. But coeducation implies a total integration of administration and faculty. That is not at all the case with Kirkland and Hamilton.

Kirkland has a separate Board of Trustees, a separate administration and faculty, a totally different set of evaluative standards, curricular principles, and educational orientation from Hamilton's. Admission standards, while also somewhat different, presuppose intellectual and academic qualities in students that are comparable to those of Hamilton. Kirkland's operations are funded independently of Hamilton. Its governance, described elsewhere in *Particulars*, is also independent and based on a completely different concept.

Coordination, then, *is* a marriage of two separate but equal partner-institutions. This marriage works pretty well most of the time, and for most instances of its failure there is a means by which the difference may be resolved. However, to draw for a final time the analogy with marriage, its success depends upon the will to *make* it succeed. Almost everyone, on either side of College Hill Road, has that will.

So coordination offers the best of both worlds to both colleges—independence to operate on different sets of principles, interdependence in areas where it is advantageous to cooperate.

Student Questionnaires

What follows is the student data from a questionnaire circulated by two Kirkland students, Patty Coleman and Anne Warren, as a project for a psychology course. It is an example of the possibilities for incorporating one's involvement in Kirkland Government, one's interest in women's issues and one's academic studies.

RESPONDENTS

Class unknown: 33
Freshmen: 101
Sophomores: 64
Juniors: 52
Seniors: 51
Total: 301

All figures are the percentage of the total number of respondents (in all classes) who chose that reply.

1. *Which of these terms best describes Kirkland for you? Pick two.*
   A. Rural—19.3%
   B. Coordinate college—39.5%
   C. Isolated—26.6%
   D. Innovative college—30.6%
   E. Woman's College—20.3%
   F. Liberal arts college—49.2%
   G. Coeducational college—5.6%
   H. No answer—2.0%
2. *What were your major reasons for selecting Kirkland over other colleges? Circle your three most important reasons.*
   A. Because Kirkland is a women's college—5.0%
   B. Because Kirkland is coordinate with Hamilton—28.9%
   C. Because Kirkland offers evaluations instead of grades—40.9%
   D. Because Kirkland is innovative—34.6%
   E. Because Kirkland is different from most traditional colleges—40.9%
   F. Because of the academic programs Kirkland offers—18.3%
   G. Because Kirkland is an academically sound liberal arts school—25.6%
   H. Because it is a small school which offers small classes and an opportunity to become known to faculty members—69.8%
   I. Because it is geographically convenient—6.0%
   J. Other reason: (Please specify)—13.3%
   K. No answer—0.7%
3. *When you decided to come here, how important to you was it that Kirkland only admits women?*
   A. Very important—7.0%
   B. Somewhat important—21.3%
   C. Not important—6.1%
   D. Can't say—4.7%
4. *How important is it now?*
   A. Very—23.6%
   B. Somewhat—30.2%
   C. Not—42.2%
   D. Didn't know—4.0%
   E. No answer—0.7%

5. *When you decided to come here, how important was it to you that the social life was coed?*
   A. Very—65.1%
   B. Somewhat—26.6%
   C. Not—4.7%
   D. Didn't know—3.3%
   E. No answer—2.7%

6. *Do you believe the social life here is:*
   A. Very good—4.3%
   B. Good—20.6%
   C. OK—38.5%
   D. Bad—24.3%
   E. Very bad—9.6%

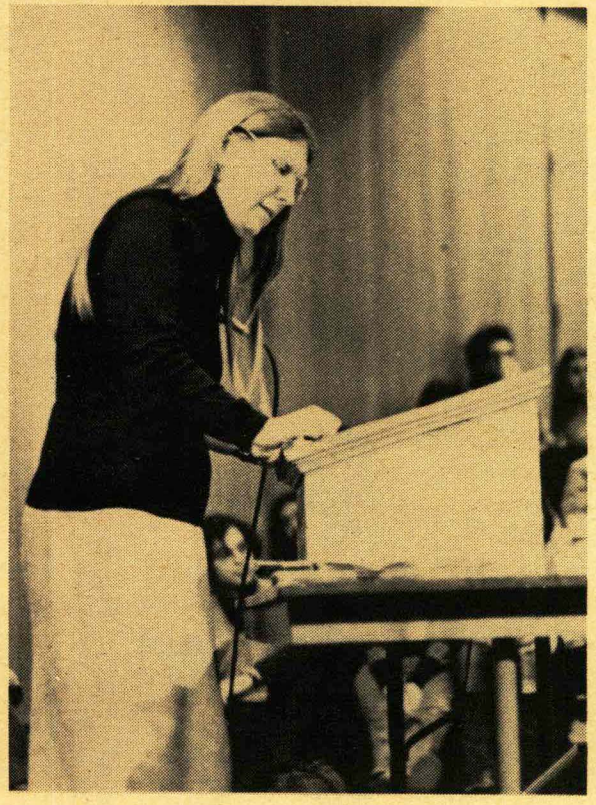
7. *Do you believe that coordination promotes healthy or unhealthy relationships between the sexes?*
   A. Very unhealthy—6.0%
   B. Somewhat unhealthy—25.9%
   C. Neutral—20.9%
   D. Somewhat healthy—20.9%
   E. Very healthy—20.9%
   F. No answer—5.3%

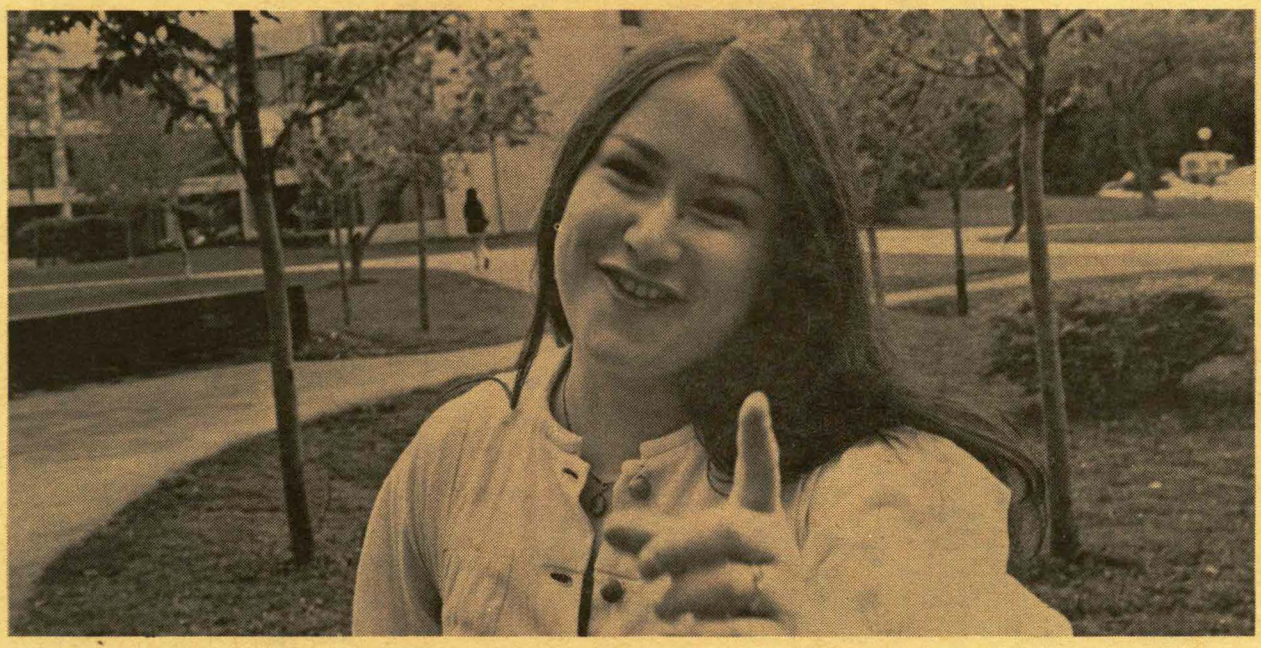
   If *unhealthy, do you believe that the social situation would be improved if both schools went coed?*
   A. Yes—25.9%
   B. No—19.3%
   C. No answer—51.5%

8. *If you entered college again, would you choose:*
   A. A women's college (independent of any other school)—0.6%
   B. A women's college, coordinate with another school—14.6%
   C. A coeducational school with a coordinate relationship with some other school—15.3%
   D. A coeducational school—31.2%
   E. A coeducational college (independent) with an emphasis on women's concerns—14.3%
   F. No college—1.7%
   G. Other—9.9%
   H. No preference—12.3%

9. *Kirkland was chartered as a college for women, and it grants degrees only to women. How should these circumstances affect the curriculum at Kirkland?*
   A. All Kirkland courses should be taught with special attention to the situation of women—9.0% (see below)
   B. In Kirkland courses the situation of women should be emphasized only when it is particularly relevant in the materials studied—52.2%
   C. Kirkland should present the best liberal arts education it can without special regard to whether the students in its courses are women or men—38.2%
   D. No answer—0.7%

10. *As a Kirkland student, do you think it would be a good idea to change to any of these models? Circle your preference.*
    A. A women's independent college—3.7%
    B. A coeducational independent college—8.0%
    C. A merger with Hamilton—8.0%
    D. A coeducational school, still coordinate and with an emphasis on women's concerns—22.2%
    E. Remain the same—40.5%
    F. Other—9.6%
    G. No preference—6.6%
    H. No answer—1.3%





11. If you believe that there is a noticeable discrimination against women arising from any of the following, please check the blanks.

	Hamilton	Kirkland
Students	39.5%	7.6%
Faculty	35.9%	8.6%
Alumni	8.6%	0.7%
Administrators	9.0%	1.7%
Board of Trustees	5.3%	1.7%
Staff	4.3%	1.7%
No discrimination noted	44.8%	

Comments:

Question 1: Over 20 students chose answer D: ("because Kirkland is innovative"), but followed it with, "or so I thought."

Question 6: Many responded by saying that it is up to the individual to determine her own social life, i.e., "It's what you make it."

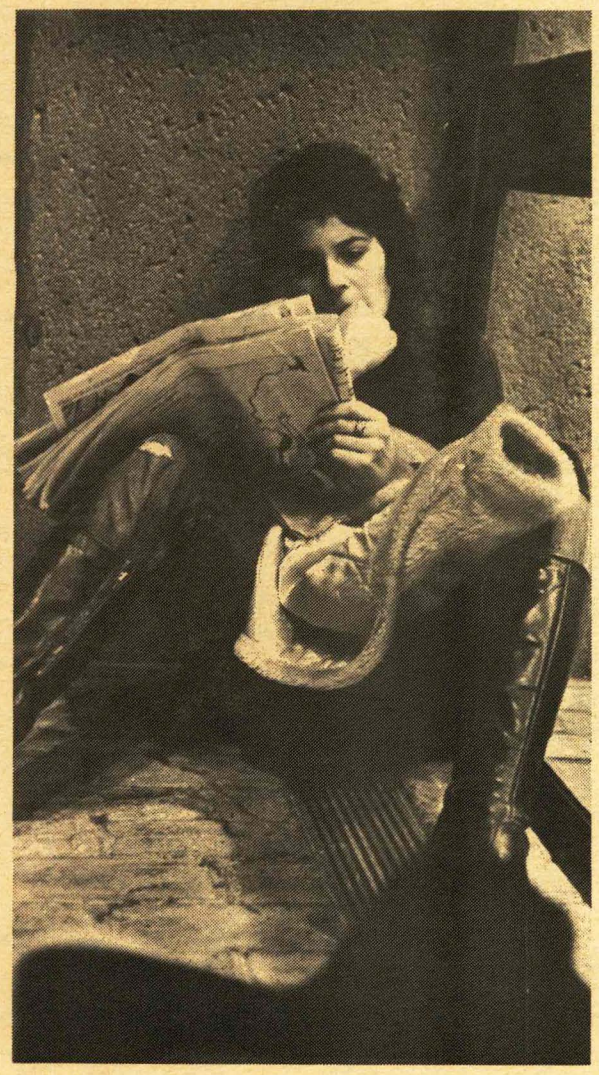
Question 7: A great *number of students responded by saying that Kirkland and Hamilton are attracting two different and not necessarily reconcilable types of people.*

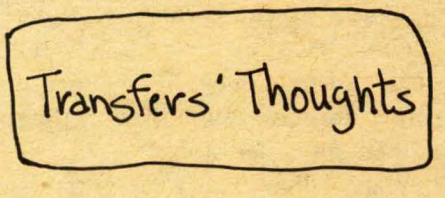
Question 11: A large percentage of the students who noticed discrimination documented it. The most common reply, however, was that discrimination against women (referring only to Hamilton) takes the form of numerous subtleties, too vague to document, but just as insulting.

Advising

Patti Pomerantz spent her winter study, 1974, assisting President John Coleman of Haverford College. Her views about liberal arts education and the Kirkland advising system at every level are emphatic and invariably constructive.

One of my greatest dissatisfactions with liberal arts colleges, as I have observed them, is the lack of any planned gudance they give to their students, other than the strictly academic type. It seems that one understood objective, of any liberal arts college, should be to help students put their studies into perspective, into some kind of general educational context which becomes related to the rest of their lives in some way. And I would seriously question how many students now attending a liberal arts college have any more than cursory knowledge of what a liberal arts education means, or how it can be useful.
It is to help students grapple with these concepts that I see exercises like the Freshman Conference and the Senior Interview helpful. As a matter of fact, I shall attempt to integrate both into a 4-year conference schedule for Kirkland; which I'd be happy to share with you!





October 1973

As transfer, as mid-year arrival, and as a student completing my first year at Kirkland, I begin to wonder why I had such a traumatic entry into this place. I was 19 years old, had been away from home for three of those years, and had even spent a year at another college. That meant I should slide in here, no friction, no pain. Dead wrong.

A residential college necesitates an adjustment unlike any other in our society. While we are asked to spend almost twenty-four hours a day within these concrete cubes, we are told at Kirkland that we can do as we please within these environs. Not unlike a Danish playground.

When I came with my toys, no one told me the rules or even the way to the court. I was lost, lonely and, in a way, resentful. Not being one to sit on my duff, within a period of several days I developed some student and faculty survival contacts.

What if I weren't so obnoxiously aggressive? What if I didn't already have a working knowledge of college structures? How long would it have taken me to feel comfortable in this place?

As is my usual way when I have a concern up here, I voiced it to the appropriate individual.

November and December 1973

I said I was concerned. Now I'm being asked to follow through on that. Jane Poller, the Dean, and I have been brainstorming about the possibilities for advising and orienting of mid-year students. How can we help thirty women to feel comfortable about settling into this place? How can we present the options and alternatives available without seeming to impose a rigid structure or perspective?

I had never been involved in any orientation program—not even as a new student, but I had a sense of how we could fail even before we began. We cannot attempt to capsulize all that Kirkland is or can be, and present this pill to be swallowed by new students. We must be willing to give them a variety of impressions as well as a number of directions as future possibilities. Our primary goal is to make them feel comfortable while they are finding out how they fit into Kirkland. We must provide them with a structure to latch on to for the first days, but also let them know it's at their option. What more can we do than provide and arena and fielders for their questions? Line the entrance with social opportunities, information sessions, discussions with new and old members of the community.

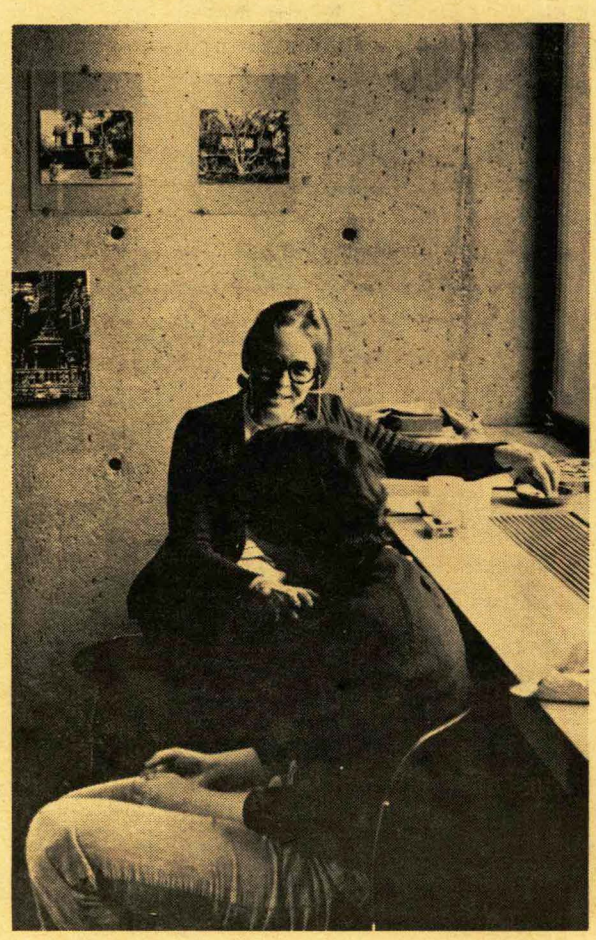
January 1974

A frenzied month of scheduling, rescheduling, funding, and mailing. We have about twenty women arriving at the end of the month. The majority are transfers, freshmen and sophomores. They come from a mish-mash of places, ranging from Spain to Mohawk Valley

Community College to Julliard. A variety of backgrounds, talents, interests and ages. I'm excited about the possibilities for new input into Kirkland and for chances to discuss my perspective with someone who has a fresher one. A couple of women show who hadn't been expected. A couple of others who were coming never did arrive. People and luggage and advisors get lost and found, and then are found only to be a mismatch. Rooms are shuffled around, and the new women are guided gently through an immersion into Kirkland.

"This is our President. This is your Assembly—use it well. Those are our faculty—we love them sometimes. That is a waffle—it will not fall."

Slow brunches, wine and cheese, and we warmed to one another. I found myself excited all the more about Kirkland as I urged them on to involvement with their concerns. They were alive, sharp and questioning. They asked me to evaluate my very existence here. They gave me hope that all is not dead.

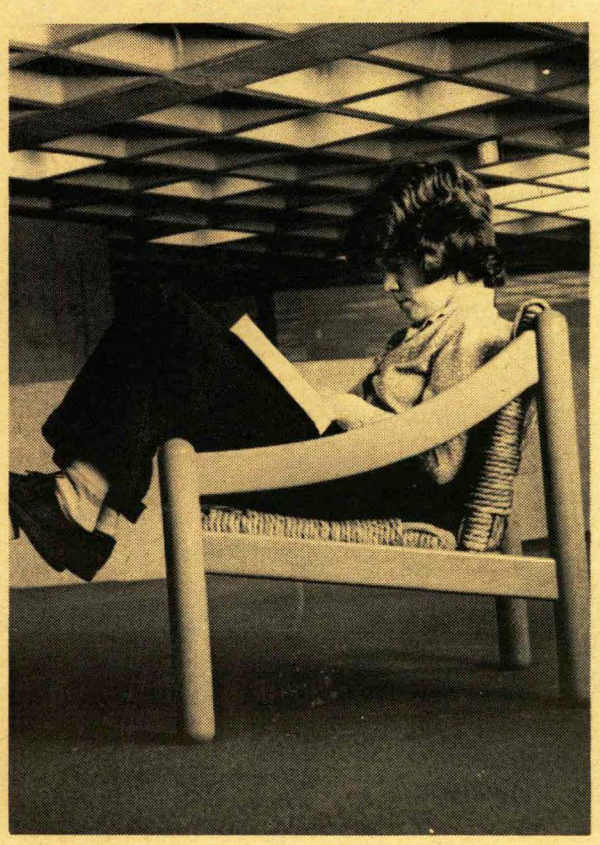


April 1974

For three months I have worked, partied, cried and played with these women. They are still burning up with the energy they showed when they first arrived. As an advisor to the transfers, I am asked often if it isn't too demanding or time consuming. These women, even the ones who are depressed and anxious, are a gift to this place and to me. They care; two of them have successfully competed for advisor positions for next year. They are committed; many are involved in the governance of the college. They are still questioning; three were involved in the protest of a personnel decision.

They are still adjusting to Kirkland, as we are to them. A couple of them may not stay, as the academic pressures don't seem suited to their methods of study. But even the decisions to leave, I have faith, will be made in an open and questioning manner. We gave them suggestions and asked that they follow their own heads. The heads have proved to be excellent leaders.

Patty Coleman '76



11–14 **FILM*†**—"Savages." 8 p.m., Science Auditorium. (Sunday 10 p.m. only)

16 **CONCERT**—Amici Quartet. 8:30 p.m., Chapel.

17–21 **DRAMA**—Faculty Production: Moliere's "School for Wives." 8 p.m., Minor Theater.

18–21 **FILM*†**—"Singing in the Rain" and Hollywood Cartoons. Thursday 8 p.m., Friday and Saturday 8 and 10 p.m., Chemistry Auditorium. (Sunday 10 p.m. only)

18–21 **FILM*†**—"Forbidden Games." 8 p.m., Kirner-Johnson Auditorium. (Sunday 10 p.m. only)

20 **CONCERT†**—Spring Party Weekend (SAC). 8 p.m., Sage Rink.

21–28 **CELEBRATION '74**—Afro-Latin Cultural Celebration Week. Detailed schedule to be published.

21 **EXHIBITION OPENING**—"Selected Works of Richard Mayhew," celebrated Black artist, Bristol Campus Center Lounges. (Closes May 2)

22 **CONCERT**—Choeur "Amboarampeo" de L'Universite de Madagascar. 8:30 p.m., Gymnasium.

22 **SIGMA XI LECTURE**—J. P. Ostriker. Astronomy. 8:30 p.m., Science Auditorium.

25–28 **FILM*†**—"Strangers on a Train" and "The Great McGonigle" (W. C. Fields Short). 8 p.m., Chemistry Auditorium. (Sunday 10 p.m. only)

25–28 **FILM*†**—"Umberto D." 8 p.m., Kirner-Johnson Auditorium. (Sunday 10 p.m. only)

25–28 **DRAMA**—Faculty Production: Moliere's "School for Wives." 8 p.m., Minor Theater.

26–27 **SPRING POETRY FESTIVAL**—William Matthews, David Ignatow and others. Detailed schedule to be published.

28 **CONCERT**—Hamilton/Kirkland Choir. 3 p.m., Gymnasium.

30 **CONCERT**—Hamilton/Kirkland Students. 8:30 p.m., Chapel.

*Open to the college community only
†Admission charge

MAY

1 **RUSSIAN FILM SERIES**—"The Duel" by Chokhau. 8 p.m., Science Auditorium.

2–4 **FOLK FESTIVAL**—Annual Northeastern Intercollegiate Folk Festival (SAC). Chapel—Thursday and Friday, Gymnasium on Saturday.

2–5 **FILM*†**—Walt Disney Weekend: "Dumbo" and "The Adventures of Ichabod and Mr. Toad." 8 p.m., Kirner-Johnson Auditorium. (Sunday 10 p.m. only)

2–5 **FILM*†**—"Borcellino." 8 p.m., Science Auditorium. (Sunday 10 p.m. only)

5 **EXHIBITION OPENING**—Annual Student Art Show. Bristol Campus Center Lounges. (Closes May 26)

6 **LECTURE**—Peter Matthiessen, writer. 8 p.m., Kirner-Johnson Auditorium.

7 **VOICE RECITAL**—David Kulle and Nance Dolliver. 8:30 p.m., Chapel.

8 **EXHIBITION OPENING**—"The Simple Home: Domestic Architecture in The San Francisco Bay Region." Root Art Center. (Closes May 26)

9–12 **FILM*†**—"It Happened One Night" and "The Playhouse" (Keaton Short). 8 p.m., Chemistry Auditorium. (Sunday 10 p.m. only)

9–12 **FILM*†**—"Slaughterhouse Five." Thursday 8 p.m., Friday and Saturday 8 and 10 p.m., Kirner-Johnson Auditorium. (Sunday 10 p.m. only)

16–19 **FILM*†**—"Red River" and "The Goat" (Keaton Short). 8 p.m., Kirner-Johnson Auditorium. (Sunday 10 p.m. only)

16–19 **FILM*†**—"Children Shouldn't Play with Dead Things." Thursday 8 p.m., Friday and Saturday 10 p.m., Science Auditorium. (Sunday 10 p.m. only)

24 **KIRKLAND COLLEGE COMMENCEMENT**

26 **HAMILTON COLLEGE COMMENCEMENT**

*Open to the college community only
†Admission charge

Events

"It's so quiet," you say. "What do they do all year; I mean, no movies, no bright lights. What do you find to do up there?"

Clinton *is* a quiet town, and the Hill is a quiet place. The beauty of the countryside and the rural character of the surroundings often prove, however, to be as diverting as watching the people on Fifth Avenue can be.

Examples of *The Events of the Week*, published weekly by the colleges as an informational service, are reproduced above to give you an idea of the range of activities available on the Hill. As you can see, there is plenty to do—the problem is more often how to find time to get everything in.

When you do need a break, there are always rides available through campus ride boards. Clinton is a stop on a regular City of Utica bus route, which provides transportation to both the nearest large shopping center and the city itself. From Utica, trains and buses run regularly to most major cities. From Oneida County Airport, Allegheny can fly you away, too.

"I'm glad to be part of it"

I have come to Kirkland both directly, in response to a position which interested me greatly; and indirectly, through a thought process of several years' duration during which my philosophy regarding education and feminism has evolved.

A year ago, after struggling with discouraging data I had gathered (while at the University of North Carolina) from 400 students attending a number of coeducational and all-women's colleges in the Southeast, I found myself frustrated by what women expected and received from a college education. Emerging from the mounds of questionnaires and interview notes was proof positive of what was *not* happening in women's education. My data indicated that the experience of the women at the colleges studied retarded rather than promoted women's feelings of self-worth and career potential. It has been substantiated that this is also true of women attending colleges outside the Southeast.

I coupled the findings of my project with the grim, overabundant national statistics which show women, despite the feminist movement, to be marginal people in higher education. Women's colleges should, potentially, offer support networks and an opportunity to assert oneself without severe social penalties. I thought, read and wondered, "Where do I fit into this?"

I decided to explore administrative and counseling positions at women's colleges. My work at the time was fulfilling: the University of North Carolina is a lovely and well-established institution—why risk? I fantasized about what I really wanted to do: to work in a creative setting with students and faculty members who were acting constructively in a small, coordinate setting rather than merely registering concerns about women's education in an isolated, all-female setting; in short, a college that would tap my energies and interests.

I came to my Kirkland interview with a limited awareness of its dynamics. The community interview process was one of the most energizing experiences of my life. During my visit, I recognized that there were problems, but I also had a sense that with time and effort, they could be ameliorated, if not solved. The in-

"Women's colleges should, potentially, offer support networks and an opportunity to assert oneself without severe social penalties."

stitution did not pretend to have the answers to the questions raised by women's education, but did encourage and maximize opportunities for students to develop and participate actively in their academic programs.

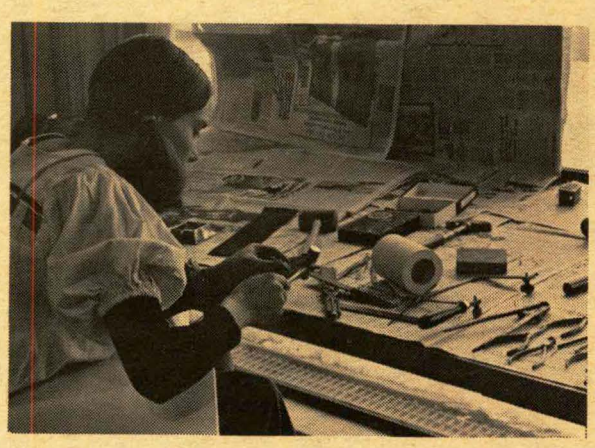
And so I came. It has been a challenging, exhausting and very stimulating first year for Carol Cooper, the Assistant Dean of Students, and me. We have asked many questions concerning the direction of the college:

—Why is it a college for women?

—How does Kirkland, or can it, differ from other innovative colleges?

—What does "coordinate" mean?

—What can a dean do to encourage a supportive atmosphere for women to assume responsiblity for their own lives?



A year later, I am better able to answer that last question: She can listen, counsel and help plan and effect changes. She is a liaison between students and faculty members, between Kirkland and Hamilton, between the needs of students and the services/agencies which meet those needs. She is herself, human—a composite of many interests and experiences. She, too, is a student who can grow and learn from her work with other members of the Kirkland community.

During the past year, there has been a significant increase of student interest in women's health, peer counseling, orientation, dormitory life, and community programs. In the fall, 20 Kirkland students will be advisors to freshwomen and transfer students living in their buildings. The program was developed in response to feelings expressed by 200 freshwomen who had individual conferences in the Dean of Student Affairs office.

They saw, and we agreed, that there was a great need to have upperclasswomen *available* to advise new students, and to encourage a sense of community. They will be working closely with the faculty residents (faculty and administrative staff members who live in dormitory apartments). Programs ranging from coffee, sweet rolls, and the *Times* on Sunday mornings to speakers or dinners will occur.

An example of what can happen when community members plan creatively is manifested in the spirit of the coop dormitory built during its first year. The Residence Committee will continue to explore ideas for alternative living arrangements and residence programs for the 1975-76 academic year.

As I reflect upon the 1973-74 year, my positive recollections include community dinners with faculty, staff and students, Women's Center programs, a human growth encounter group, an assertiveness workshop, fine counseling interns, and senior interviews. With an increased staff and the perspective that was gained during this first year, I look forward to more challenges and growth—for students and ourselves.

We've begun. There's much more to do. . .

The other day when I unearthed my old research notes, the contrasts mentioned between other colleges and Kirkland were startling. I am glad to be a part of it.

Jane Poller
Dean of Student Affairs

Academic Affairs

Dean of Academic Affairs

Deciding to come to Kirkland College as a senior administrator has been significant and puts me on common ground with many of the students to whom *Particulars* is addressed. You are probably asking, as I have done recently: "Why should I go to a small, liberal arts, coordinate college for women, in a village in New York State?"

I sharply focused this general question on the responsibilities I would carry as Dean of Academic Affairs and as a Professor of Philosophy. Perhaps it would be helpful, therefore, to outline the formal description of my appointment. The Dean has the responsibility for the development, recruitment, hiring, and promotion of faculty, along with other matters pertaining to academic personnel. The nature and quality of the academic program is the Dean's responsibliity, and she is the major link with Hamilton College in matters of academic coordination. As a member of the faculty, I will also be expected to carry the teaching and advising commitments of a philosophy course.

There are many needs at Kirkland and they are interdependent. It sometimes comes as a surprise to students to be reminded that faculty members have needs, for example, just as surely as it is sometimes necessary to remind faculty and administrators of student perspectives. The development of individual distinctiveness is best done in a pluralistic community which acknowledges and supports the interdependence of authentic individualism. I am reluctant to frame policy issues in dichotomies of one kind of interest set against another. I prefer a framework of interaction. Such a preference, of course, places a very high premium upon the Dean's responsibility to clarify differing expectations and to facilitate communication about distinctive interests, particularly since most policy decisions require the consent of the entire Kirkland community.

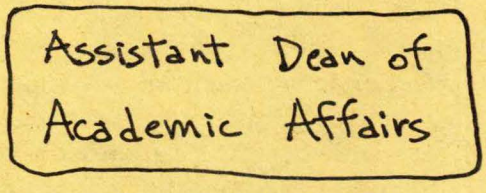
"If it grows and matures, the college will rightly take pride."

Kirkland's curricular needs will also be a major task. Programmatic structures can be used to enhance the quality of a curriculum, by filling gaps, by avoiding blind alleys, and by preventing wasteful duplication of efforts. Our commitment to the liberal arts requires us to provide an adequate range of selected curricular resources. Our coordinate relationship enables us to present this curricular range in more effective ways than either Kirkland or Hamilton could manage alone. Kirkland should maintain its autonomy in a relationship that similarly respects Hamilton's autonomy, while providing each with the benefits of a stronger curriculum and a greater mutuality of educational effort than if each were independent.

I think there is some analogy between our struggles to define our identity as a coordinate women's college and the broader societal exploration concerning women's roles, women's professional opportunities, and women's interpersonal relationships. All are constantly in the process of redefinition. My optimism about Kirkland grows in part from my belief that we have an initial advantage in the struggle because of our emphasis upon the individual's educational experience. Our willingness to innovate and our dedication to the expectation of autonomy within the mutuality of a coordinate relationsip will further stand us in good stead.

If you would like to work with us in these explorations, Kirkland College is a busy and challenging place. To those students who join us, I think I can say that you should consider Kirkland as a small, liberal arts, coordinate college for women, in a location of natural beauty and quietness. Your involvement as a student will demand the best of your capabilities of mind and heart, whatever your particular talents may be. Your personal life can be enriched by the intimacy and warmth of the relationships possible in a small academic community. How your style develops will, in the last analysis, depend upon you. But whatever that style, if it grows and matures, the College will rightly take pride in saying that it has been able to do something for you. And in achieving that development, you as an individual will most certainly have done something of unique importance for the college—you will have shared yourself and your growth with us. As the new Dean, I look forward to the opportunity to help direct Kirkland College to that goal.

Catherine S. Frazer
Dean of Academic Affairs



Last year the Office of Academic Affairs was expanded to include both faculty and student academic affairs. Last fall I returned to this newly defined office after a year's leave of absence. In reflecting over the past year, I was struck on more than one occasion that there had been tremendous changes within the student body about their concerns, needs and priorities. It seems quite clear that we are standing at the beginning of a new phase in Kirkland's development. Looking forward to the next year I see three areas which must receive increased emphasis if we are to meet the needs of students coming to Kirkland.

In the first place, we must provide adequate academic advice about current courses, alternative study options and post-college plans. Students must have access to full information about the academic resources on campus. They must be able to learn what the main themes of particular courses are and how certain patterns of connections among courses emerge. They must know what is involved in an independent study and how best to utilize that opportunity. They must have information about off-campus learning possibilities. They must have a realistic view of what it is like to learn in this way, how it differs from the traditional course and how they can make the most of this type of learning situation. In a work/study program they must understand clearly what is expected of them and what is expected of their employers. Students must have ready access to information about all types of further professional training including practical advice on application and interview procedures.

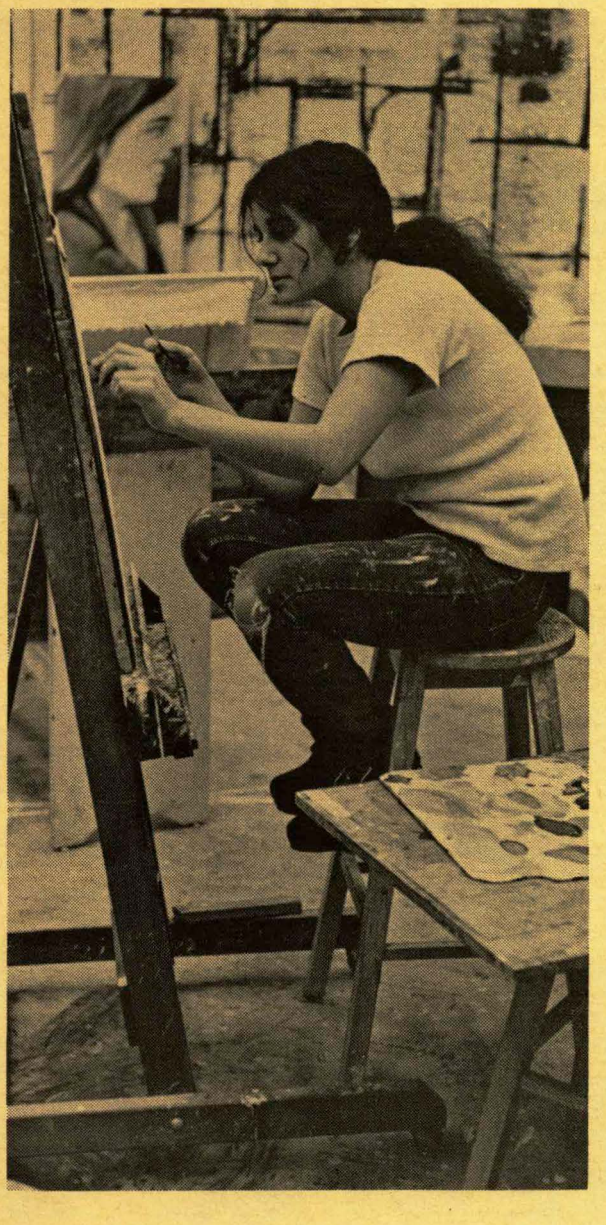
In the second place, we must provide structures which will help students define their own individual goals and their intellectual strengths and weaknesses and the area in which they choose to concentrate. Beyond structures, we will also have to encourage the continual asking of questions which will help students

get at their strengths and goals and concerned support on the part of advisors.

Finally, as a coordinate women's college we must encourage Kirkland women to realize their full personal and academic potential. We must help women see themselves realistically and take themselves seriously. We must encourage self-confidence and promote those skills and techniques which will allow our women to live and work effectively in the world beyond college. We must help Kirkland women see clearly both the choices and the consequences of the choices which are open to them.

In planning for next year, I am looking forward to meeting new student needs by an increased emphasis on developing the full potential of each student, through increased information, through concerned support and questioning of goals and through full awareness of the choices which women face today.

RUTH G. RINARD
Assistant Dean of Academic Affairs



The Coordinate Relationship

The Coordinate Relationship

No college of Kirkland's size can offer the number and variety of courses which ever-increasing formal knowledge requires. Indeed, Kirkland came into being, in part, as a response to the recognition of this condition by Hamilton. The curricula of the two colleges ared designed to complement each other, bringing to the joint community a combined range and diversity of courses beyond the reach of either partner separately. This mutually beneficial relationship is enriched by the fact that each college has its distinctive features, orientation and style.

On-going consultation between Kirkland and Hamilton students, faculty members and administra[illegible]enables both colleges to derive maximum benefit from this coordinate relationship. In addition, representative observers from the faculties of both institutions attend faculty meetings of the other college, and several joint committees provide opportunities for more formal discussion of specific matters of common concern.

Kirkland and Hamilton students may register in courses of either college. Cross-registration is administratively facilitated by the fact that the Registrar is a joint appointment, serving both colleges. In planning their programs, students should consult course descriptions of both colleges printed in *Particulars.*

Academics

The Watrous Prizes

The George A. Watrous Prizes are awarded annually to those students at Kirkland College whose manuscripts in the categories of poetry, fiction and literary criticism are judged the best to be submitted in competition. The prizes, in the form of cash awards, are made possible through the generosity of Mrs. Edgar W. Couper of Binghamton, New York, and are established in memory of her father, the late George A. Watrous. Seventy-five dollars is awarded to winners in each of the categories and an additional twenty-five dollars is awarded to the winner whose work is considered most promising.
Selection of the winners is made by the panel of at least three judges appointed annually from the Kirkland faculty. The judges reserve the right not to make an award in any category in a year in which the entries, in their opinion, do not warrant such recognition.
Requirements for submission of manuscripts and the system by which the authors remain anonymous to the judges during the selection will be announced annually. Selection of the winners will be made during the second semester.

EVALUATIONS OF THE EVALUATION

Kirkland has a unique system of reports which evaluate students' work at the end of each term. Although a Credit/No Credit notation is used, evaluations differ from the pass/fail

system in two significant ways: (1) They indicate the quality, relative and absolute, of the semester's work and (2) They include suggestions for improvement and some discussion of the strongest and weakest points.
The following statements are a discussion of evaluations by some members of the Kirkland community.

Samuel Fisher Babbitt
President, Kirkland College

Starting with the recommendations of planning committees in 1963, Kirkland has developed an integrated teaching and learning pattern, a central aspect of which is a credit/no-credit transcript with written evaluations by the instructor on the work of each student at the end of each semester or project.
The purpose of the evaluation is to provide a detailed summary of the nature and quality of the work done as well as to prescribe ways to make it better. The evaluation, sent directly to the student, is a message to her from the instructor, and is not written with third readers (such as parents or graduate schools

or future employers) in mind.
Whereas the absence of grades eliminates ranking and "grade grubbing" competition, it also tends to change the very nature of teaching somewhat. It becomes unnecessary to give students tests which are designed for the sole purpose of deriving a grade. Tests, when given, can be genuinely used to show students' mastery, or lack of it, in a given area. Further, instructors need to be sensitive to students as learning people in order to be able to know them and their work well enough to make their written commentary intelligent and informed. Finally, and importantly, the size of classes must be restricted in order to let instructors handle evaluations.

"The purpose of an evaluation is to provide a detailed summary of the nature and quality of the work done as well as to prescribe ways to make it better."

Just prior to opening in 1968, and twice since then, the College has considered some variant of the present system. Faculty originally considered keeping a "hidden" transcript of grades, available to the student only after graduation and for purposes of transfer or admission to graduate or professional schools. This alternative was roundly rejected on the grounds of official secrecy and even hypocrisy into the student/faculty relationship. The College's policy is to translate the evaluations into a letter grade only at the request of an institution which certifies that it can't or will not process a credit/no-credit transcript. Fears that opportunities to transfer or be admitted to graduate-level programs would be sharply curtailed by the Kirkland system have largely died down as we gain successful experience with our graduates. Approximately a third of our three full graduating classes have gone straight on to higher degree programs.

Our biggest need to translate comes from the national system of admissions data-handling for law and medical schools. Only a few of these schools, although some of the best, will accept evaluations. In general, where evaluations *are* accepted (a student at Kirkland may choose whichever evaluations she wishes to have accompany her transcript) a somewhat larger weight is given to the appropriate entrance examination (GRE, LSAT, or the medical equivalent), and the letters of recommendation also become extremely important.
Because we believe strongly in the pedagogical virtue of the credit/no-credit transcript with written evaluations, we are talking with some other colleges, of similar academic level, to see if it is feasible to band together and to present our case, forcefully and collectively, to graduate-level admissions people.

Kathryn Grover '75
Student, Kirkland College

When I chose Kirkland and its evaluation system, I had no idea that I would eventually go to graduate school. I thought and still think that evaluations are the more accurate and realistic assessment of my performance in college. I approached college with the idea that one needn't compete for grades since there is no material end for which to compete. College is the material end of getting A's in high school. But at college, ideally, the end is one's intellectual growth. It is incorrect, in my opinion, to conceptualize that growth without its conflicts and successes.
Yet a grade system does conceptualize my growth in that fashion. The inference which an A readily lends itself to is proficiency in a given area of knowledge. I think that grades, in this sense, actually shortchange me and effectively skirt the issue involved with why I decided to go to college. I don't want to know that I have reached a certain level of capability, as compared with other college students. I want to know my own intellectual strong points and shortcomings or weaknesses. I have a far better sense of my weaknesses and am far more intent on their correction than I feel I could ever be if I were not given evaluations.

Eugene C. Putala
Professor of Botany

Like the percentile and letter-grade, the credit/no credit evaluation system has its advantages and disadvantages. Having been brought up under a percentile marking standard and, as an instructor, applied letter-grade measures, I can say they are determined more easily than the written exposition. On the other hand, the letter-grade is either very specifically based on particular aspects of a student's participation in a course (such as examinations, quizzes, laboratory analyses) or ambiguously covers unspecified performance. The written evaluation compels me to deal with particular aspects of the student's participation and to choose those most important to the student as well as to the course. It therefore affords a medium of expression capable of infinite distinctions in value (good, bad, indifferent, satisfactory, etc.) lending degrees of scale not clearly determined in either the percentile or letter-grade designations. Furthermore, these statements are more understandable and meaningful to the student because they are literary rather than metrical. It is this property of the evaluation that converts the terms "credit" and "no credit" into significant determinations, because without this explication these two categories are merely stark alternatives.
The system of written evaluations imposes agonizing labor on the instructor, compelling him to know what he, the course, and the student should be doing, as well as measuring what has been accomplished; when properly applied, it is vastly more informative and accurate than the traditional unit systems.

David Miller
Assistant Professor of History

Evaluations cannot be considered in isolation; they must be contrasted with more frequent systems of evaluation, e.g., grades. For purposes of internal communication (within the College), prose evaluations do everything that grades legitimately do, and more important, they do them better.
They can communicate to a student my perceptions of her academic performance with far greater precision than grades allow. I can talk about her strengths and weaknesses without having to qualify (or summarize) them in one artificial symbol. Thus they recognize that students are individuals who differ. With prose evaluations I can speak cogently and particularly to each student.
What are their problems or shortcomings? Apart from the problem of communication outside the College (for example, to graduate schools), students sometimes say that evluations say nothing they did not already know. That's usually true, but I don't find it detrimental, for prose evaluations ought not have any surprises for the student. They often, however, allow (or encourage) me to make a higher level of conceptualized evaluation of a student's work than comments on individual papers attain.

Evelyn Hendricks
Assistant Professor of Education

What should enter the productive planning for the evaluatory process? First, a clear statement of what the expectations for learning are in that learning period. Then a translation of those expectations into descriptions of samples that would provide evidence. This may be a test, or completed assignments, or produced activities of some sort, including attitudes that are clearly and demonstrably changed. It is the change that we wish to report, the comparison of before with after.
We are asking if the experience we call education has in fact made a difference. And then we ask how we can tell.
A verbal description of changes in the student, if composed as carefully and with the same attention to details in their best order that we expect of our students, is the best method of stating exact qualities and quantities of change. It can give the kind of complex profile that no letter or number grade can give.

Evaluation

Instructors are prepared to give, and students are expected to seek, advice and counsel. In this way, each student may be helped to assess her academic progress and to attain her academic goals with a mixture of candor and understanding—and without the kind of pressure induced by grading systems that often lead to self-destructive academic competition. No traditional grading system is employed at Kirkland. Instead, at the end of every semester, instructors write an evaluation of each student's work which is given directly to the student. For purposes of transfer or admission to graduate school, copies of all evaluations are kept in the office of the Registrar.

The following statement on evaluation has been adopted by the faculty:

1. Each instructor shall be the sole judge of the quality of student work done in fulfillment of requirements for his or her course.

2. It shall be the instructor's responsibility to state clearly in the catalog description the aims of his course, giving specific notice of the ways in which student work shall be judged. He shall be responsible for eliciting evidence of his student's progress and understanding consonant with the College's expressed aim to eliminate the use of a final exam as a convenient, short-cut, evaluative device. Pedagogical technique will vary from instructor to instructor and from subject to subject, but it is the College's goal to evaluate progress and skill rather than to develop good test-takers.

3. During the course of each term, it is the student's responsibility to consult the instructor about the quality of her work. This is partially to ensure that no student be surprised by the nature of her final evaulative comments. Further, the office of the Dean of Academic Affairs will be notified as soon as it becomes evident that a student is in academic difficulty. The Dean will inform the student's advisor, or in the case of a first-semester freshman, may wish to inform the parents.

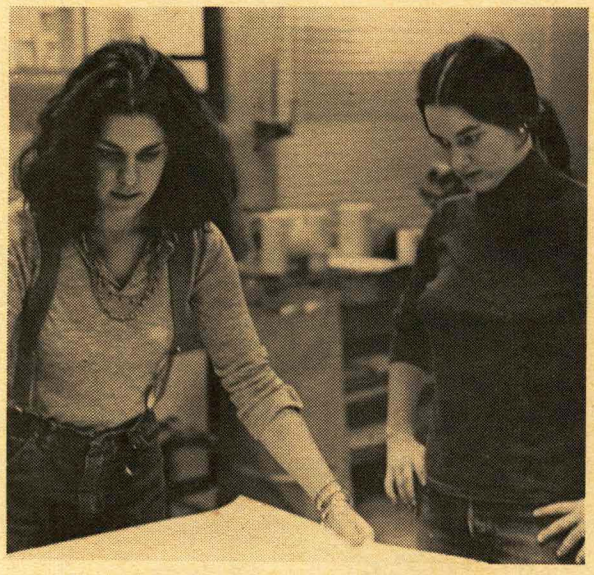
4. Having determined by suitable means the extent to which a given student has accomplished the aims of the course, the instructor will then write an evaluation or comment. The primary purpose of such an evaluation is to inform the student, in writing, of the quality of her performance in the course. The instructor will signify whether or not credit has been earned.

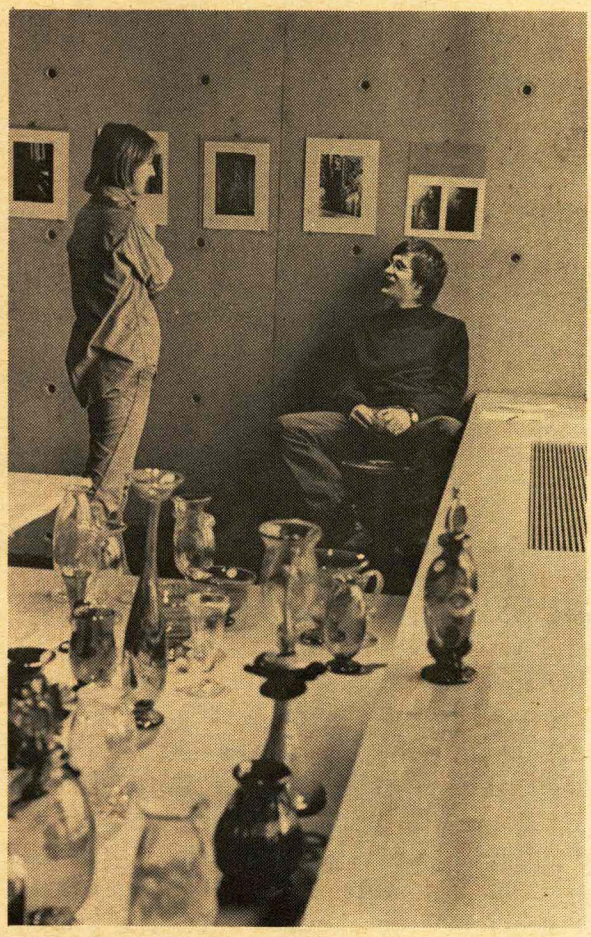
5. The notation "Credit" denotes the successful completion of the aims of the course as determined by the instroctor.

6. "Provisional No Credit" may be assigned in cases in which the instructor feels that, although the first term of a year-long course has not been successful, improvement has been sufficient to suggest that the second term may warrant credit for the entire course.

7. "No Credit" is assigned when, for whatever reason, the instructor judges that the aims of the course have not been met.

8. An "Incomplete" is recorded on a student's





transcript only if she has failed to complete the work for a course because of illness or unusual circumstance. There is a standard policy under which incomplete work will be due no later than four weeks after the end of the semester. Under extraordinary circumstances, a faculty member and student may agree to enter into a contract according to which the work would be completed by a time of their own choosing.

For their part, students are expected to evaluate the teaching performance of each instructor in whose course they are enrolled. By a resolution passed in 1973/74 in the Assembly, no instructor's evaluations may become part of the official record until student evaluations, always anonymous, have been completed and submitted to the appropriate office.

Divisional Structure

The organization of the Kirkland faculty by broad divisions of knowledge—Arts, Humanities, Sciences, and Social Sciences—is a consequence of the College's interdisciplinary philosophy: Curriculum should reflect the continuity and interrelationship of knowledge insofar as this is possible in an academic setting. Faculty members are grouped largely by the cognate nature of their respective disciplines, so that the divisional organization serves to unite and integrate rather than to separate them in their search for a total intellectual experience that is challenging, humane and responsive to the needs of students. Knowledge is not departmentalized, but is forever generating adjacent facts and tangential understandings. Students should be helped to perceive this by the divisional organization of the faculty—itself a statement about educational priorities at Kirkland.

Self-Evaluation for Literature 211
Introduction to Literature
Student: Isabel Weinger
Instructor: Henry Stabenau

I entered Lit 211 in the hopes of gaining a fairly solid background in European Literature and familiarizing myself somewhat with major literary works and trends. The course has succeeded in introducing me to the broad range of European literature from *Beowulf* to Goethe. Instead of gaining a firm grasp on the works read, I feel that I have been given the tools of understanding the material. This is partly due to the immaturity of my

critical abilities and partly to the nature of the course. I am disappointed that I did not succeed in developing my critical abilities more fully, though at least I am aware of my weaknesses in this respect. My final paper on *Iphigenia*, though still somewhat vague, made me examine the material closely, parallel events, study characters and their relationships, and most importantly, look at the author's purpose as well as form. Though the outcome does not reflect the time I spent in trying to understand the material, I have certainly become aware of a method for organizing and approaching the material. I am also glad that my other two papers demanded a different approach. My research into medieval astrology was important because I was able to familiarize myself with the variety of sources available for this type of study. Again, my paper did not reflect all that I learned, but this is due to my problems with organization. The assignment on imitations of medieval poetry was by far the best exercise and most successful for me because it dealt with the primary material. Much time and effort were spent in understanding the poems, which I believe paid off well as reflected by my own writing attempts.
I was often frustrated by my vagueness in the course which was not brought into focus by class discussions. My commitment to the course and the time I spent trying to understand the material at least resulted positively in stimulating my interest. The amount of material introduced was quite overwhelming, and thought I am dissatisfied with my critical abilities, I have gained a familiarity with the material which is the first step in understanding it fully.

Credit

Evaluation for Literature 211
Introduction to Literature
Student: Isabel Weinger
Instructor: Henry Stabenau

Your work for this course has been consistently good and interesting—better and more interesting than I think you gave yourself credit for in your self-evaluation. The first piece on Anglo-Saxon poetry was a good, detailed characterization of the distinctive themes and styles of poetry from an older and very foreign epoch. The paper on medieval astrology and astronomy was not entirely successful as a paper—it became fragmented and incoherent after a fine beginning. But, as you said, you learned something about the methods, materials and problems involved in research on such a topic. The bibliography was impressive and it was not really to be expected that you would quickly discover a central focus as a beginner in such a strange field. The imitations of medieval poetry showed an excellent understanding of the conventions and forms. I can confirm your conviction that it was a successful exercise for you. Your final paper comparing Racine's and Euripides' versions of the Iphigenia story was very good—a model of clear, organized exposition and thoroughness. The effort and persistence with which you struggled through your initial discouraging difficulties with it paid off. Have more confidence in yourself. It is, as you recognized, still somewhat vague—largely because you never got into any close analyses of the individual speeches in scenes or of characters you compare. But you obviously did learn a method for handling such a problem. The clarity, accuaracy and maturity of your self-evaluation were impressive. Though you are still dissatisfied with your critical abilities, the fact that you see so clearly what you have yet to learn is a sign that you will succeed.

Credit

"The effort and persistence with which you struggled through your initial discouraging difficulties paid off."

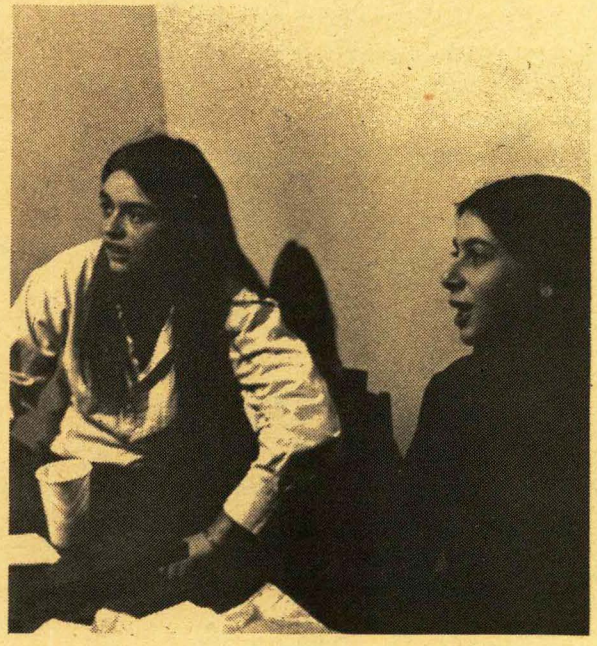
The following is the conclusion from a paper submitted by Lynn Appleton in order to fulfill the requirements for a 300 level course.

Student: Lynn Appleton
Course: Psychology 334. Abnormal Psychology
Instructor: David Begelman

"The Sociopath"

Every individual has a subjective view of reality in some ways unique, which enables him to make events in the world meaningful. There are certain features of my reality which overlap into yours; these are taken-for-granted, unproblematic, and usually not discussed or elaborated. I assume that you will not urinate in classrooms, nor will you eat from my plate, nor will you lecture entirely in iambic pentameter. These are typical of the things I take for granted; should you suddenly decide to engage in any of these activities, our interaction would become (for me) extremely problematic, uncomfortable, and upsetting. The reasons *why* you may decide to behave in these ways may vary; perhaps you are drunk or drugged; perhaps your family always shared their food; perhaps you think we are sufficiently intimate that you may, with impunity, take part of my dinner; perhaps you enjoy the intellectual exercise of lecturing in a particular structure. Whatever your reasons, I am unaware of them. You may offer an explanation, which I may not or may accept as valid. If it is not offered, or if I do not accept it, I can only make your actions comprehensible to me by imputing meaning to them and to you; this meaning may be of you as an eccentric professor, as an exhibitionist, as a glutton, as a mentally ill person, or as a man possessed by devils. If, however, you are Paul Lazarro, citizen, and I am a policeman, a committee-member considering your reappointment, a Jesuit inquisitor, or a psychiatrist, you may have to contend with my imposition of sanctions upon you for what I perceive to be your action. If your action is illegal, and you are apprehended, the number and severity of potential sanctions increase; your ability to extricate yourself from the problem decreases.

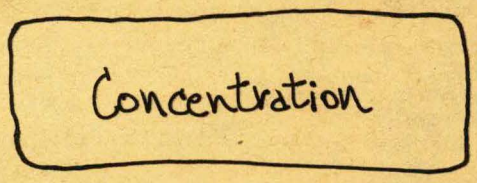
The psychopath may perhaps be viewed as a



person who, through some reason, fails—in specific instances—to realize adequately the taken-for-granted expectations in interactions of others. He fails, in some perceivedly important way, to share certain meanings with others.

Once the individual's actions have become, to some powerful other, sufficiently problematic and disruptive, he is typified—labelled as a member of a class. Once one has established what he, at present, really is, a past (an "account") is created logically, empirically and morally to justify his typification. This account can consist of a biography of psychopathic reactions, of suspected instances of intercourse with demons, of a history of pedagogical eccentricity; its only criterion for acceptance is its logical amenability to the account-creator's (and account-receiver's) subjective reality.

The concept of the sociopath is a remarkably long-lived attempt to establish the existence of a common culture, an absolute reality, and a scientifically justifiable morality. It is based on the rationalist, normative and thoroughly subjective assumptions of a parochial and moralistic social science. One cannot—with the tools of dubious logic, polemics, or power—legislate an absolute reality into existence: the problems of pluralism cannot be ignored.



Proposal for a Concentration in Religion
Student: Joyce L. Schaefer
Advisor: David Miller

I am declaring a concentration in religion because, very simply, the courses I have taken in religion interest me more than those in other areas of study. Perhaps it is because I have weeded out the elements in each course which relate to my personal growth, and found that the religion courses have helped me to answer many of my questions. The more varied the courses are that I have taken, the more easily I am able to see that religion, in all its aspects, can be found in and related to almost anything. I also realize that I am speaking from a "religiocentric" perspective in viewing religion as something that can explain the unity of everything, but I must start somewhere if I am to realistically judge and pursue what is to be my own "ultimate concern."

My decision is closely related to my post-graduate plans: I have none. I have only vague ideas of what I may be doing after I graduate, and they possibly include nursing or social work careers. I have a summer job now with the National Park Service, and that is also a post-graduate possibility. I am quite sure, however, that I do not want to go to graduate school. Therefore, I feel that I am declaring a concentration which, although it may not help me in the job market, is very important to my personal growth both now and in the future.

A concentration in religion will, I believe, accustom me to read critically and to analyze religious thoughts as well as enable me to gain an historical background of certain religious situations. By studying religious beliefs through different religious traditions and self-understanding of various theologians, I hope to be able to relate them to my own self-understanding.

Proposal for a Concentration in Visual Arts
Student: Carolyn A. Gray
Advisor: Jim McDermid

My concentration is art. I have been a happy art concentrator for four years.

"If you have something to say, you develop a means, a structure by which to unfold. If the creativity is there, the impulse to do your work or art naturally finds its own unique order and is stamped by the particular artist and that is art."

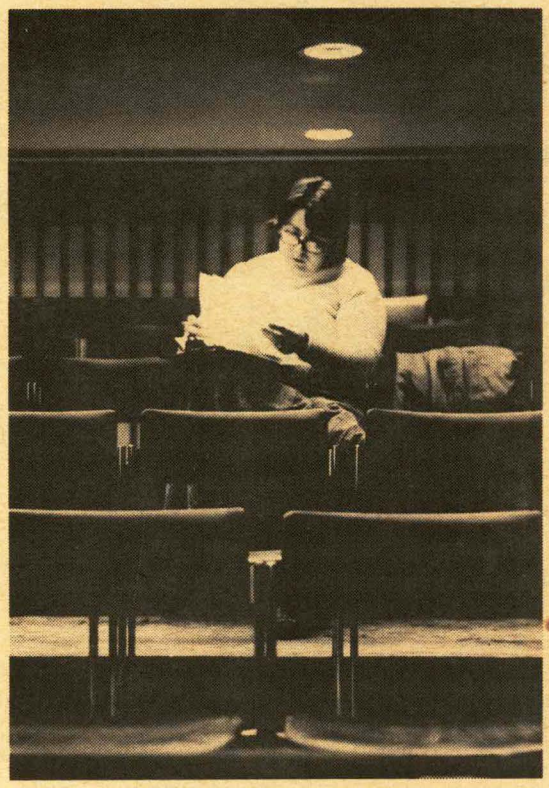
Louise Nevelson

Student: Dawn Bressman Walsh
Advisor: Nat Boxer
Concentration: Photography

I came to Kirkland with no knowledge of art and an intense interest in early childhood education and psychology. Timidly venturing in the fall of my sophomore year into the "Introduction to Photography," creating visual forms excited me and I felt encouraged to continue. Photography replaced the artistic experience of singing in choirs and playing classical piano. So I have kept on, finding myself more visually observant and, incidentally, more able to accept criticisms and suggestions about my work. I have ventured into sculpture and possibly next year will try design, but I always go back to my darkroom where I can test the accuracy of my eyes and brain. I never did shoot reams of film, but composed carefully on my ground glass and hardly used darkroom manipulation. The product, then, is primarily that of my mind and not of my hands. Photography, and its adjuncts—videotape, film—are the only media that suit my propensities, and since my hands are not the most talented parts of me, I know this grounding in the basics of seeing photographically will provide me with an artistic outlet for many years.

Student: Joanna Langfield
Advisor: Carol Bellini-Sharp
Concentration: Communications

When it came to picking a major—a practical, well-tailored major just for me—I sat down



and listed all of the things that really interested me. They were, in order of importance (but that order is constantly changing), drama, social sciences, writing and literature. Looking over the list, I decided that it would be a bit out of the question to do a quadruple major, so I sought to incorporate everything into a neat little package. I came up with communications. Since I seem to have always considered broadcasting an interesting career, this interdivisional major—surprisingly—fit well into my relatively unorganized scheme.

"Communications" is a nice, broad title for a vast spectrum of things. In consideration of my planned career, however, I have inherent limitations in my concentration. After looking through catalogues of some highly reputable communications schools (N.Y.U., B.U., and Emerson) and discussing ideas with nearly everyone on both campuses here, I realized my need for film courses, training in writing, independent work on my voice, and a working knowledge of the "technical" aspects of television and radio production (acting, directing, editing, filming, etc.).

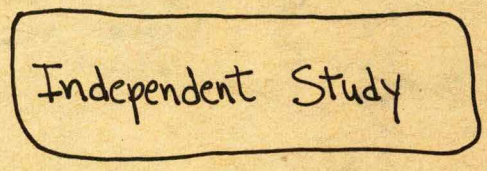
I would also like to supplement my major with courses from the social sciences and humanities divisions. If I am some day going to be covering a political campaign, I'd like to have a little "book-knowledge" to help me focus my work.

I feel it is very important that I get a taste of the "real world of broadcasting," too, during my academic career since what I will gather from my experience at Kirkland—with my self-designed major—will be limited. Therefore, I intend on doing a work/study production assistant internship with WNAC-TV during the summer of 1974. I intend using the work/study, also, as an opportunity to explore different areas of the broadcasting field, and with the experience under my belt, even further focus my concentration. Therefore, I feel that my major will not really totally define itself until next fall.

I can say at this point that upon leaving Kirkland, I would like to feel that I have a well-rounded education in the liberal arts, with a strong enough record to help me enter the broadcasting field. At this time I am toying with the idea of emphasizing the art of dramatic criticism in my concentration, thus enabling me to maintain touch with the field which is always number one on my list of interests: drama.

Student : Shannon Sweeney
Advisor: Donald Grayson
Concentration: Anthropology

From Anthropology, the study of man, I want to learn about man's physical and cultural development. I want to know how man evolved from the primates and how he changes biologically through time; how he adapts himself to his environment and how his cultural beliefs are affected by this adaptation. I want to discover how his religious, political, social, and economic structures develop and how they compare with others in different cultures. Finally, after studying all these questions in school, I would like to visit a group of people whose life style is very different from my own, learning the answers to my questions at first hand instead of merely reading what other anthropologists have to say about them, as I am doing now.



STUDENT: Jeanne M. Kaylor '75
COURSE: Religion 060—Independent Study
INSTRUCTOR: Joel Tibbetts

Your final paper serves as a kind of summary of the independent study on amnesty, and introduced nothing really new—nor should it—so while I've made a lot of comments on it, they concentrate on rhetoric, style, and clarity. The paper is basically sound but needs more time and thought before it will be presentable in any extracurricular sense. Your three distinct positions are clearly defined and often you use data to good effect, but there are still a lot of wasted words, repetition, and too much unevenness of style. The paper is quite adequate for the purposes of this study, but at present ineffective for public use.

The project was a success in that you and your colleagues met many of the objectives you set for yourselves. You presented a program at two churches, held an open meeting at a third, and taped a TV presentation. Having witnessed only of these, I'm not in a position fully to evaluate the *final* product; but from your comments and the comments of others, I gather each in its own way was effective. The church meeting I did attend went very well indeed, in my opinion. It surprised and pleased me that you were able to schedule and carry out four presentations in less than a month, at the end of the semester.

The relationship you maintained with me, your advisor, was constructive. You knew reasonably clearly what you wanted to do; you accepted advice when it helped and you were able graciously to pass over suggestions when they seemed irrelevant. With certain exceptions you attended our regular conferences faithfully, and I never felt one or another person tended to dominate these meetings unnecessarily. I came on very strong early in the semester, talking of requirements and deadlines; some of my apprehensions were wholly unfounded—you shared the work fairly evenly, and kept final goals before you. In other respects I might have been a bit firmer; the matter of journals kept faithfully and comprehensively didn't work very well; at times, too, some goading might have been in order to see that you followed up on individual responsibility *or* kept in closer touch with each other.

The Ramsey Clark-postcard interlude might profitably have been omitted, I think. The effort was colossal and the returns minimal. None of you, so far as I could tell, benefited personally from the experience, and it proved to be unrelated to the project. The supper with Father Osborne, however, was a great success—well-planned and executed, a morale booster for all involved and thoroughly creative in the direction of community relations.

My major criticism concerns a lack of organization. Most often I felt you were scurrying around doing jobs at the last minute which could more effectively and just as easily have been done sooner and better. Your first public presentation should and could have taken place in early April, if not mid-March. Had this happened, you would have had much more time to review the experience, and your later presentations would have been better planned, less frantic, and in the long run, more substantial. So would the paper. For a variety of reasons you were unable to keep to the timetable we agreed upon; at midsemester I would have given long odds on the success of the project. Your final performance, in the stretch, was thus all the more gratifying.

So it was good but it should have been better. You have learned, I hope, not only lot about amnesty, but a lot about public relations and a whole lot about coordinating plans with each other. The experience for me was on balance, instructive, stimulating, and occasionally much fun.

CREDIT

Work Study

Student: Melissa Drier
Work/Study in England: Proposal and Self-Evaluation
Supervisor: R.C.H. Briggs

Proposal: Work/Study in Conjunction with the William Morris Society, Kew, Surrey.

The purpose of my project is to improve and expand my research techniques, as well as to gain experience in working with primary sources of a nature not generally available to undergraduates. In addition, my association with the William Morris Society will afford me the opportunity to witness at first hand and become involved with the functioning of a small, independent, "scholarly" society which operates outside the academic community, *per se.*

The exact scope of my project is not yet fixed. The decision as to approximate form and content will be made in conjunction with the Society upon my arrival in England. The procedure I intend to follow, therefore, is not definite at present. At the outset, I will most likely work in close collaboration with Mr. Briggs or another Society member, setting up my project and learning about the Society. My project once begun, I imagine I will be working more or less independently, though with the guidance of Society members or anyone else who can be of assistance.

Materials to be submitted:

1. A journal dealing with my work for/with the Society—any practical knowledge I gain about publishing, etc.—notes on my general development—experiences and impressions of London, Kelmscott, etc.—notes on the Pre-Raphealite Brotherhood, Morris, etc.
2. All material worked on. If the project culminates in a completed research paper, the paper will be submitted. Otherwise, all preliminary work, proposals, notes, bibliography, etc., will be submitted.

Texts or materials to be used:

Undecided. Possibilities: Cockerell letters in the British Museum, Society records from ap-

proximately 1898 to the present, journals, original publications of Morris and associates, Kelmscott Press publications, paintings, prints, museum and private collections, contemporary design objects, and *people.*

Self-Evaluation

It has been difficult for me to evaluate this work/study while I was engaged in it. And now, after it is all over and I've had some more time to think about my experience in England, for I've still got no criteria, really, to use in evaluating it. This was not a Kirkland or, specifically, an academic experience. It was not meant to be. Its value in large part lay in the fact that I could not approach it as I might any other semester spent in Clinton. This is why I decided to go away in the first place. I needed to do something new, to learn in another way.

My other was immersion—to go, to plunge into something unknown and see how I'd make out. For a while, I did try to rely on my Kirkland experience, as is evidenced by my early decision to write a paper when I could not think of another way to give my time in England a framework, a direction. It helped in the beginning, got me settled, gave me a reason for investigating the resources of the British Museum Reading Room, the Victoria and Albert Library, and several other public libraries. That experience, I think, was invaluable. However, I might have accomplished just as much in relation to my work, research and otherwise, for the Society. I certainly got a lot of writing practice in my Society work, and that, too, was worthwhile. There were a lot of little practical skills I brushed up on—the whys and wherefores of Gestetner machines and other such goodies.

But it was really learning from people—and not in a classroom situation—that provided the most in this work/study: from Mr. Briggs, as I watched him run the Society almost singlehandedly; from Professor Marshall over tea at Kelmscott; from all the people I had to contact regarding the Summer Program; and from the Society lectures and informal suppers that followed them.

I learned a lot about learning outside of school, about being intellectually active outside the perimeters of a university, about getting culturally and intellectually involved with a city I did not know. It was education in action.

I feel that I've met the goals I set up for myself more than satisfactorily. My research techniques have been expanded and improved through my work at the British Museum, the V & A and other libraries already mentioned. If nothing else, I know how to go about doing independent research in London. As for working with primary sources, I did not work extensively in the Manuscript Library of the British Museum, but did it often enough to know how to get information about, and gain access to, such materials.

My second aim was to obtain an inside view of the workings of a small society. An "inside" view I've had—and in the variety of jobs I've done for the Society, from painting doors, moving furniture, laying carpets, printing, collating, writing the annual report, answering students' letters, reading committee reports, serving coffee at the annual general meeting, etc., I've witnessed its operations from more than one angle. It runs in very much the same way as a small, independent college that I know of—with much confusion, somewhat inefficiently; yet things do, somehow, manage to get done.

Emotionally, my seven months in England were definitely a growing experience. Having to be so very much on my own, living so completely alone (in a fifteen-room house), have given me a certain amount of confidence in the sense that I know I can indeed manage on my own. But it has also shown me the realities of such a life, and I now know that even being so private a person as I am, I do need and want to

"Emotionally, my seven months in England were definitely a growing experience."

live in the company of people I can get to know well and trust.
In sum, while this semester has not been the equivalent of a semester at Kirkland, it has been equal in value to the time I might have spent in a college setting. I learned and experienced a great deal, and I am grateful that I had the opportunity to engage in this work/study program overseas.

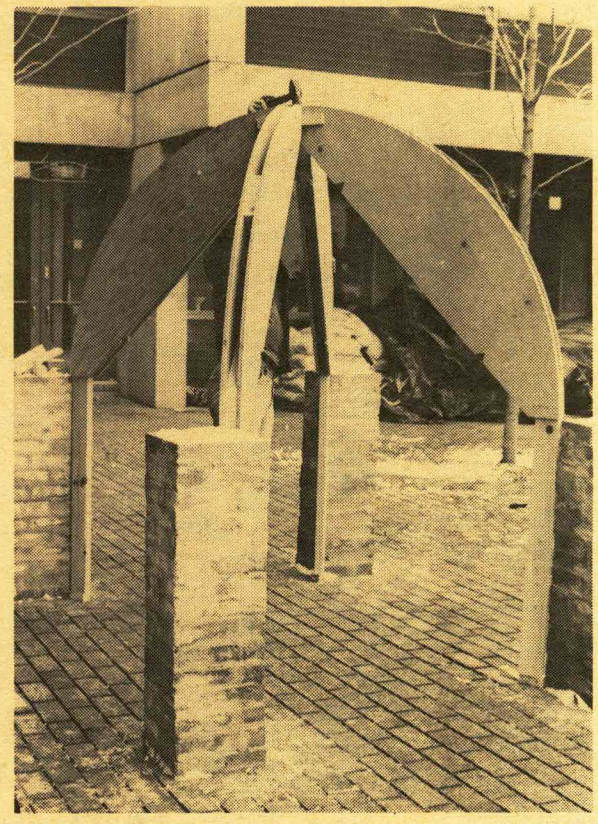
Evaluation by R.C.H. Briggs, Director, The William Morris Society

Miss Melissa Drier came to be student research assistant for this Society in February 1973. She quickly adapted herself to the demands of the work and was able to undertake a wide variety of responsibilities. These she discharged efficiently and thoroughly but also creatively. She responded with understanding and good humour to the situations that developed as the Society's programme unfolded. To her agreeable personality is added the readiness to help out and an ability to work constructively with others. In her approach to academic work she exhibits perspicacity, sensitivity and imagination.
It is with regret that we see Melissa Drier go, and we are confident that she will acquit herself well in whatever studies she pursues and activities she engages in hereafter.

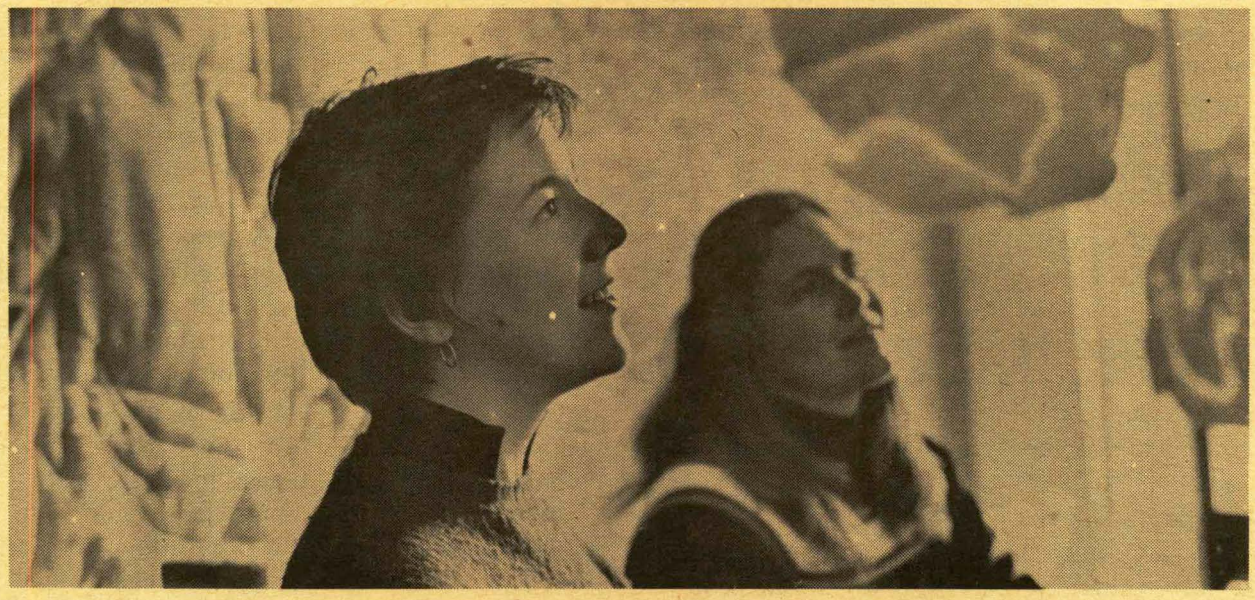
Student: Marianne Udow
Advisor: Thomas J. Scott
Title: Rehabilitation of Retarded and Psychotic Children—Spring 1973

Your work/study project focusing on the rehabilitation of retarded and psychotic children was completed at the pre-school unit of the Cambridge-Summerville Mental Health and Retardation Center in Cambridge, Massachusetts. The evaluation submitted by your supervisor at the Center reads as follows:

Marianne has worked this semester in a group tutorial setting, teaching retarded and severely disturbed children, ages two to seven. She has become a good observer of children's behavior, and is able in many cases to relate this to the theoretical knowledge she is gaining through independent readings and discus-



sion. She has shown an interest in the children's backgrounds and histories: She has read their case records for additional information and in several cases has accompanied the teachers on home visits. She has also visited a number of other classes, schools, and agencies, both within the Preschool Unit and in the wider community.
Marianne has used group discussions and supervision well, stating her own ideas, asking questions, and being open to advice and suggestions from others. She has usually been successful in implementing the suggestions made at these times. In some instances, she probably needs more practical experience in interacting with disturbed children to be able to respond immediately in what is considered the most therapeutic manner.
Marianne seems capable of realistic self-evaluation. She has confidence in her abilities, yet is also aware of her weaker points. She is an intelligent and independent student, with strong and well thought-out opinions about children, their development and their teaching. I feel she has grown a great deal in this experience.



It is my own impression from talking with you and from reading through your extensive journal and notes that you have used the full potential of this rich opportunity for intellectual as well as practical growth. I am impressed with your determined pursuit of both experience and understanding. Your notes indicate continuing efforts to achieve a useful conceptualization of the problems you see. You reveal involvement in an on-going process of putting ideas to the test, challenging them, and reshaping them in light of your experience. This process reflects education at its best, and I am pleased to see you nurturing it. You have also been helped by your willingness to read a lot, by your perceptiveness in observing behavior, and by the amount of energy you are willing to invest in the whole enterprise. All things considered, I regard this as a particularly effective and mature use of a work/study educational opportunity.

SELF-EVALUATION
WORK/STUDY SPRING 1973

Student: Cara Lee
Advisor: Elizabeth F. Gilbert

During the spring of 1973, Cara undertook a work/study project at the Academy of Natural Sciences in Philadelphia. Her self-evaluation follows.

Elizabeth F. Gilbert

This work/study was based on a job I had, spring 1973, at the Academy of Natural Sciences of Philadelphia, in the Limnology Department, under Ruth Patrick (Director) and Tom Walton (Regional Planner).

I was hired primarily to do cartographic and drafting work for a report to the National Science Foundation on the Delaware Estuarine Marsh System. Eventually, due to my interest, my status as a student and the consideration of Mr. Walton, the job extended well beyond the drafting table, and I was able to do some research, assist on field trips and help in the lab. The report was published in December 1973: "The Delaware Estuary System, Environmental Impacts and Socioeconomic Effects."

The three credits for this work/study are perhaps the most valuable ones. In addition to the tremendous amount I learned about drafting and map work, regional planning and limnology, I gained a valuable understanding of organizing material for publication, including the complications of coordinating the work of many different people. Personally, I felt a great growth from dealing with professionals on their level. The experience of a pre-graduate job of this type has done much to clarify my feeling about being in college and earning a degree as well as to reinforce my attitudes toward science as a chosen area of study.

Surrounded by people and an atmosphere that were stimulating, I feel that I went well beyond the essential requirements of the work

to get a more complete understanding of the project. Fortunately, people working around me were very willing to take time to introduce me to new material that was relevant to my interests as well as to suggest reading that was helpful. I gradually gained confidence in expressing my ideas to people who were older, more experienced and highly trained, and found the returns worth the risk of sticking my neck out. Due to the nature of the work, which was full of minor decisions, I felt I gained greater skill in finding solutions to problems that arose from the project.

To conclude, I felt quite satisfied with people's reaction to the work I had done, and although there were serious flaws in the project, they were on a level beyond my control. I tried my best to maintain my part of the project as responsibly as possible. The criticisms we all had of the finished work afforded me some insights into the mechanics of designing and implementing such a project, which I hope will be useful in future situations. As for all the other things that happened, outside the realm of the project itself, I reiterate that this work study was an integral, essential, and personally valuable part of my education.

CREDIT

To: Ms. Rinard
From: Cara Lee
Work Study Self-Evaluation

During the past year I have spent close to seven months working at the Academy of Natural Science of Philadelphia at a work/study project and received work/study credit. There have been several other experiences within "Kirkland" years that I would like to have considered for credit, giving me full senior status (I am presently one credit short).

The four months previous to my work/study I spent working as a research assistant to Dr. Walter Merrill, a historian who has been editing and publishing the letters of William Lloyd Garrison. Working on approximately six months' worth of Garrison's letters from the year 1862, I tried to identify the people, places and events mentioned and write synopses of the information.

The sources were varied and included Garrison's own newspaper, *The Liberator*, other letters, diaries, autobiographies, town and institutional records and various historical texts. It gave me a close acquaintance with an important segment of American history, focusing on a much-overlooked but important figure. The personal nature of the inquiry gave me a special look at the manner of life and an appreciation of the political and moral moods of the time as well. Garrison's work very often overlapped efforts towards women's suffrage and he was in contact with temperance groups, sympathetic organizations abroad, and of course, the opposition.

The amount of factual information gathered was great, and I learned about research techniques and resources. The organization of the mass of material was important, as was subsequent preparation for publication, processes which I am sure will be of use to me in any field.

The other recent work experience which I consider to have been influential on my present direction was at the University of Maine, Ira C. Darling Center for Research and Training. I was hired as a "floating technician—jack of all trades." There were about ten researchers working on individual projects during the summer and I assisted in a variety of capacities. I was introduced to some basic darkroom technique, drafting skills, methods of storing invertebrate samples, as well as giving tours to school groups and other visitors. The majority of my time, however, was spent working in an aquaculture project. Under a federal grant, work was being done at the center to study oysters, their life-cycles, habits and preferences, in hopes of reestablishing them as a profitable food source in Maine. The study involved consideration of the mature oysters, raising them from larvae, determining preferable conditions and differences between certain species. The goal was to re-introduce oysters in the Damariscotta River, so we designed and built racks for the young oysters, placed them in specific spots in the river and then rechecked them later for variations in progress. Several local people also took some

of the racks of oysters for trial periods.
Since that time, oyster farming has been tried in a few other places in Maine, apparently all with different methods.
Although these two work experiences are very different, I feel justified in offering them together for consideration for credit. They are not simply eclectic, although certainly experimental on my part. I consider them an invaluable part of my education, as they have given me a stronger sense of direction than normal courses ever could have. Personally, I am grateful for the degree of confidence to perform in the professional world that these experiences have given me.
I don't want to fabricate a tenuous linkage between these experiences, but it is quite true and important to me that the training and exposure I received in Maine enabled me then to work at the Academy of Natural Sciences, and some of that work was facilitated by the research approach that I picked up working in history.
Subsequently, I am back at Kirkland, trying to fill as many as possible of the gaps in my education that became evident to me. These include chemistry, geology, and other science courses. Due to the amount of class and lab time they require, and the extra time for Senior Project, I would really like to avoid the pressure of a mandatory fifth course, This is what impels to ask that these other work experiences be officially considered as part of my Kirkland education.

EVALUATION FOR A WORK/STUDY
Spring 1973
Student: Cara Lee
Instructor: Thomas E. Walton, *Director of Watershed Planning, Limnology Department; Dean, Academy of Natural Sciences.*

Cara Lee worked in the Limnology Department at the Academy of Natural Sciences of Philadelphia under my supervision from January 8 to August 17, 1973. Most of her time was devoted to the completion of our Delaware River Estuarine Marsh Survey, a major component of a project funded by National Science Foundation—RANN. The survey was designed to bring together and evaluate information on the aquatic and terrestrial biota of the estuarine marshes, on the uses of the surrounding land and water, and on the environmental impacts of those uses. Most of the biological information had been collected beforehand, and Cara's responsibility in that area was to organize it, display it on maps and prepare descriptive text for each map. With respect to land use and environmental impact, she participated in information collection as well as compilation, interviewing officials of state, local, regional and federal agencies and extracting the useful data from their files. She showed such good judgment in separating the important from the unimportant and could be relied on to work independently in this phase of the project as well as in the mapping and tabulating activity, which she did with only minimal supervision. The entire project was a rather unstructured work situation for Cara; none of us had done similar work before and could only give general direction to her. Her ability to function under these circumstances was impressive. While those who replaced her at the end of the summer had more work experience and, on paper, more extensive qualifications, they physical education, nor is it likely to move in that direction in the forseeable future. Rather, a recreational program which seeks to lings and in compiling and evaluating data concerning diatom diversity. In addition, she carried out a program of directed reading in the areas of species diversity and water pollution, discussed the reading with me and other staff members, and attended a number of the lectures and seminars given at the Academy by staff or visiting scientists.
In my opinion, Cara's activities at the Academy amply satisfied the requirements of a work/study program: It was both a learning and a working experience in a relatively unstructured situation, where she was able to make her own decisions, but with enough supervision so that when she did have questions, she could be directed toward answers. Her performance was outstanding and her contribution to the projects she worked on was substantial. I would be delighted to have her return here any time, as staff member or student.

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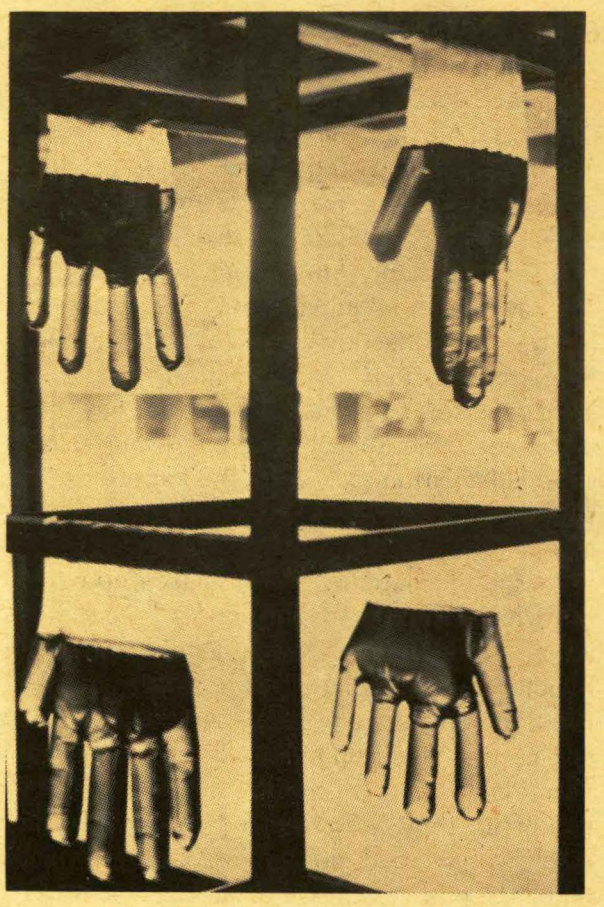


Senior Project

Senior Project Proposal
Subject: Social Anthropology
Student: Lise Rosenthal

I feel challenged by a new sense of personal responsibility for my own education. As a student, I do not possess the quality of refined scholarship or the tools to express a sophisticated knowledge of a discipline to others; a great deal of my energy is directed to attaining this kind of mastery. At present, my efforts are toward integrating academic mastery with personal goals and experiential values.

To synthesize my work in the disciplines of history and anthropology into a serious and dynamic Senior Project in American Studies, I propose to sponsor a group independent study for freshwomen entitled "The Student As Participant-Observer: American Attitudes and Values."

I envision the course as a small seminar in which members examine their own generational history through the use of social history, anthropological theory, ethnographies and literature. American history from 1945 to the present will be studied not only from the interpretive perspective but from the personal, experiential perspective as well. Meaningful connections between recorded history, one's peer history and one's individual history will be attempted. To emphasize the anthropological approach, students will be encouraged to adopt the role of "participant-observer," the position assumed by cultural anthropologists in the field. As students are also natives of the culture under consideration, they should be prepared to assume the role of "informant," those subjects upon whom the anthropologist relies for primary cultural data. Literature, in conjunction with history and anthropology, will be considered to allow a broader view of the values, attitudes and problems of a particular decade.

The focus on the Student as "Participant-Observer: American Attitudes and Values" is upon selected incidents or events in American history since 1945 when the values and beliefs of Americans are most identifiable—times when the ideologies of the nation are created, challenged, changed or reinforced. Our concern

is to locate and identify these values and, at the same time, reach an understanding of our personal and generational values. Using historical sources, the student will begin to see her experience as part of a larger generational experience. This perception will be enhanced through the kind of sharing I anticipate in the seminar sessions. Literature, in conjunction with history and anthropology will be examined to allow a broader view of the values, attitudes and problems of a particular decade. Students will be encouraged to consult other disciplines as well—science, the arts—to further our efforts. We will try to distinguish our unique, individual experiences from those of others in the class, and from the broader national patterns which may emerge, and we will begin to identify the kinds of experiences, values and attitudes that we share as members of a common culture. I have selected a number of crucial historical incidents in the past three decades which I believe have importance as the locus of national ideology, often in flux. Among these incidents or events are: the Cold War, McCarthyism, Feminism, the Civil Rights Movement, the Vietnam War, Student Activism and Education, and the Watergate Affair. Each of these subjects will be examined from the historical, anthropological and literary perspectives. Short, frequent "reaction papers" in which the student responds critically and personally to the materials presented will be the main form of feedback I will request. Hopefully, through these rather multi-disciplinary approaches, we shall make the determinations we seek.

"It is still too easy to take the beaten paths at Kirkland. I think we have important promises to keep."

Kirkland is, I have read, an institution dedicated to encouraging women to take the initiative, to shape their own education. An important part of what I hope to accomplish in my Senior Project is tied up with the notion that although Kirkland claims to be innovative; there is little in the curriculum which offers guidance to the student who is searching for constructive ways to discover and actualize alternatives to traditional education. It is still too easy to take the beaten paths at Kirkland. I think we have important promises to keep. My conviction that the student as person should be emphasized in the teaching and learning process at Kirkland, along with rigorous academic challenges, as well as my conviction that Kirkland must live up to as much of her idealistic rhetoric as possible, gives me some of the courage I need to propose and execute this project.

Selected Topics

Sampling of Independent Studies Conducted 1973-74

Ana Sierra: The Fiction of Faulkner and D.H. Lawrence
Barbara Lapidus: Independent Study in Pen and Ink
Tracey Stephens: Jane Austen and George Eliot
Ilene Moskin: Women Poets
Beth Gerstenberger: A Study of the Contemplative Life
Ruth Finch: Architectural Theory
Carey Clark: Tapestry Design and History
Lynn Pannell: Sociology and Anthropology applied to Urban Culture
Kathryn Bardsley: Distributive Justice
Melanie Oliverio: Language and Culture
Diane Adelstein and Jeri Lyn Eisenberg: Social Interaction
Judy Schapiro: Historical Analysis in Anthropology

Selected Senior Project Topics

Susan Friedelson, Economics and Government:
Women in Organized Labor
Joan Tuchman, Economics:
Distributive Effects of Inheritance Taxes
Amy Eden, Dance:
Movement Analysis in Children
Dale Console, Renaissance Studies:
Civic Humanism and the Reform in 16th-Century Germany
Joanne Papenek, Sociology:
Women Undergraduate Science Majors: A Case Study
Mary Francis Clark, American Studies:
Social Influences on Supreme Court Decisions, 1859–96, 1954–69
Catharine Erichson, Education:
Curriculum for Art in 4th, 7th and 8th Grades
Deborah Curry, Psychology:
Psychosurgery: A Case For Black Genocide?
Kimberly McKeever, Dance:
Performance and Choreography
Judith Crown, American Studies:
The Fiction of F. Scott Fitzgerald
Mary Ann Anderson, Writing:
Subjective Reaction and Objective Reality
Maria Zammit, Urban Studies:
Field Study in Utica
Vera Hollander, Russian Studies:
Negotiating with the Russians: Double Talk or Trouble Talk?
Kathleen Freed, Religion:
Dietrich Bonhoeffer: Social Ethics and Theology

List of Selected Concentration Proposals

Arla Altman: Anthropology
Barbara Porter: American Foreign Relations and History
Dawn Bressman Walsh: Photography
Susan Kahn: Education
Shannon Sweeny: Anthropology
Debbie Bernard: Sociology
Carol Nephew: Economics
Susan Schachner: French Studies
Catharine Connell: Philosophy and Music
Joanna Langfield: Communications

Faculty Grants

Although *Particulars* is primarily directed to the interests and concerns of students, enrolled or prospective, and although considerable attention has been devoted to faculty concerns as they directly affect the careers, personal and intellectual, of students at Kirkland, little has been said of the kind of support the College has been able to offer to members of the faculty by way of helping them to improve their course offerings, advance *their* careers, or enrich their understanding —thereby enriching Kirkland.
What follows here is a series of brief descriptions of grants made to faculty members for work undertaken mainly in the summer of 1974. These fall into two categories: Summer grants, provided by funds specifically allocated by the College; and awards made from a grant of $150,000 extended to Kirkland in 1972 by the Andrew W. Mellon Foundation for just the kinds of purpose noted above. In addition, the College awards a Research Professorship each year, a one-semester relief from major teaching obligations that allows the recipient to pursue a special project. In the spring of 1974, Walter Broughton, Assistant Professor of Sociology received this grant; next spring it will be awarded to David S. Locke, Assistant Professor of American Studies.

Summer Grants:
Curriculum Committee for the Second Decade—Two-week workshop.
Hugh Hartwell—Preparation of a score of an orchestral work.
Sandra DeMyer-Gapin—Project: "Prosocial television as a counter-action to the effects of aggressive television in the interpersonal behavior of pre-school children."

Stephen Lipmann—Research in the Widener Library, Harvard, on the play concept in Shakespearean comedy and romance.

Heinrich Stabenau—Research: Theories of the function of literature in English, 1700-1850, at the British Museum, London, at the Bodleian Library, Oxford.

William Salzillo—Fiberglass and painted sculpture designed for and related to a specific environment.

David Gray—Research in literary sources on individualism and the relationship of the individual and society.

Bruce Muirhead—Completion of a series of large oil paintings.

Andrew W. Mellon Foundation Grants:

Arts Division—Summer Arts Conference of faculty and students on the interrelationship of artistic disciplines.

John Bacheller—Reduced teaching load, fall semester 1974, in order to develop computer-related political science laboratory course.

Ralph Lieberman—Shift of research interests to American art and architecture: travel and photography.

Carol Bellini-Sharp—Study with Margo Lovelace, Lovelace Marionette Theatre, Pittsburgh, to work with Bunraku puppets.

Nancy Blodgett—Funding and establishment of a curriculum library and television laboratory for elementary education course.

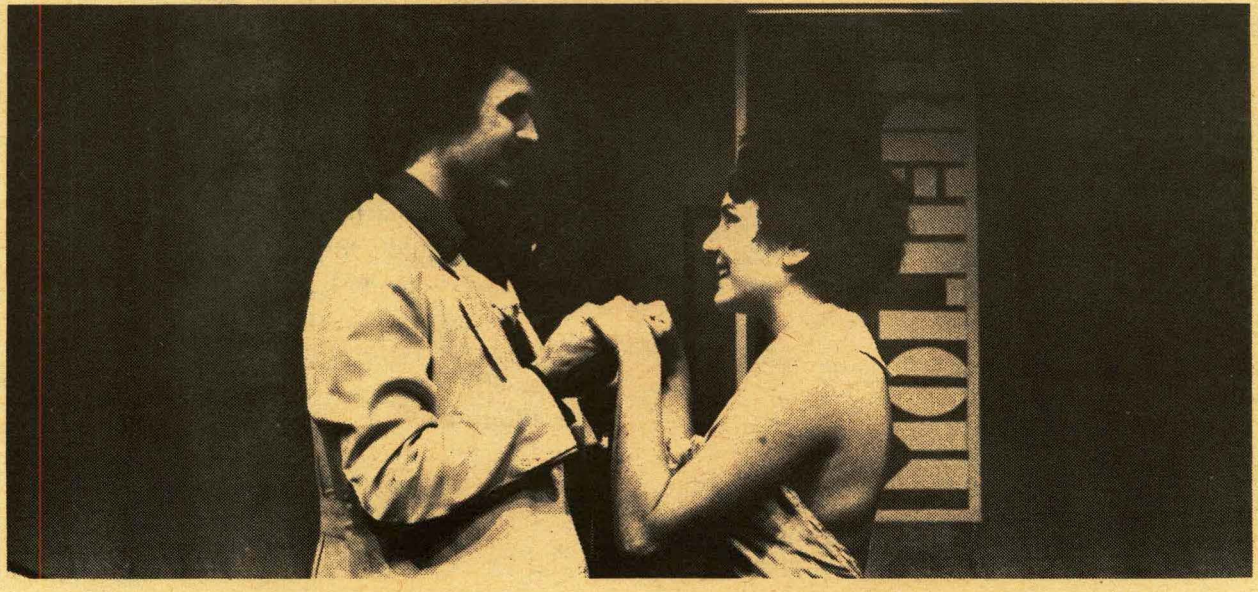
Donald Grayson—Typing of final version of 200-page bibliography on the literature of North American climates for the past 10,000 years.

David Begelman and Alphonse Sallett—Development and funding of a course: "Behavioral and Phenomenological Approaches to Deviant and Conforming Behavior," open enrollment, 300-level.

Ursula S. Colby—Study of German fiction and drama since 1950, in Germany, summer 1974.

Jeffrey Ross—Expenses in connection with seminar, summer of 1974, to develop editorial stance on proposed multi-authored volume: *Revolution in Post-Industrial Societies.*

Robert Palusky—Funding for construction of a postable glass-blowing unit.



Faculty Views

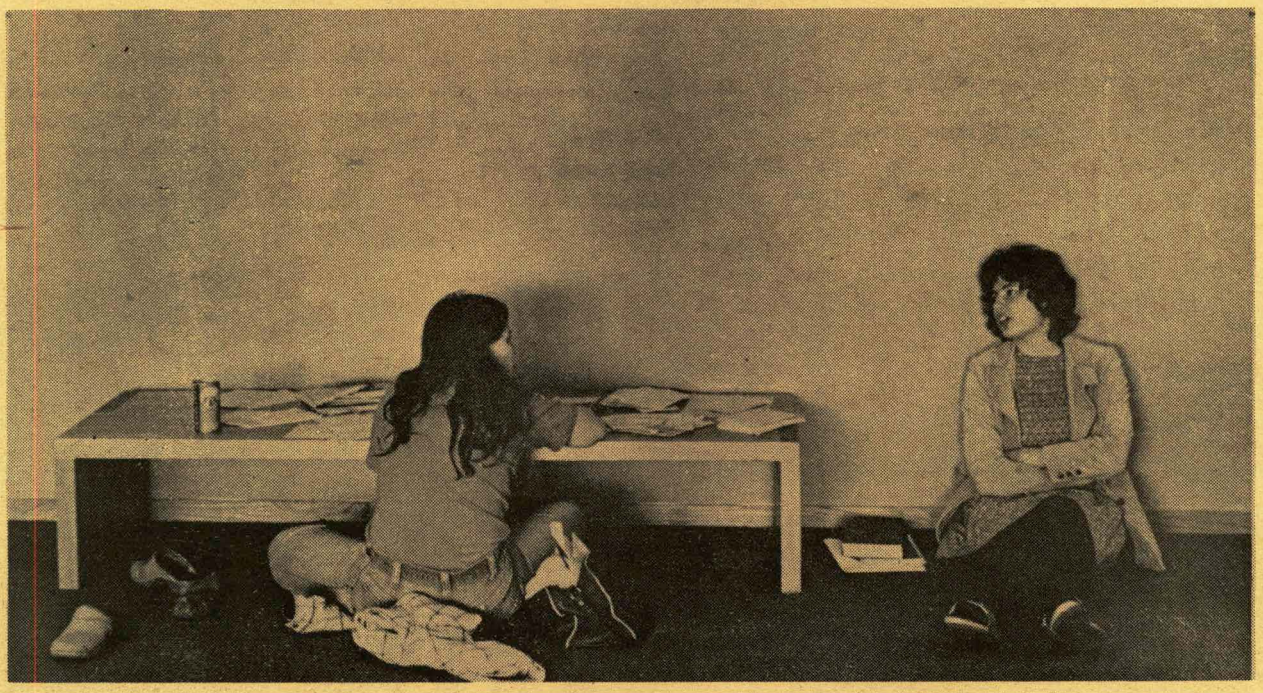
Contrary to an ancient but still-circulated rumor, we have discovered that students rarely elect a course in the creative arts so that they may "express themselves." Rather their interest appears to stem from an honest curiosity about the forms and processes intrinsic to the creation of art. Thus courses within the Arts Division concentrate upon these forms and processes in a manner such that the student may progressively develop technique in the chosen medium.

In addition to this artistic technique, the student also develops spin-off skills which, while not strictly artistic in their nature, may become of cardinal vocational importance following graduation. Examples of these may be tape or film editing, darkroom procedures, lighting techniques, etc. While such skills are useful and rewarding in themselves, they should be looked upon as incidental to the more important business of the Arts Division: the training and development of conceptual thought processes.

In all courses in Kirkland's Arts Division, students are asked to attempt to create their own art. In this attempt, the perceptual sensibilities are sharpened, and technical and mental dexterity increases. Regardless of the medium, we hope that through the study of a particular art form, the student

will gain a heightened critical awareness of artistic acts and artistic objects in general. Finally, I should add that art courses offer students a particularly felicitous way in which to discover their best personal work habits, capacity for disciplined and sustained efforts towards a particular goal, and the extent of their interest in and commitment to creativity.

Hugh Hartwell
Arts Division
Assistant Professor of Music



A liberal education intends to free minds from unthinking subservience to all orthodoxies: political, religious, social, or whatever. Critical and independent thought has long been considered the key to freedom from ignorance and error. "You will know the truth, and the truth will make you free." This old formulation was not intended to describe the classical view of a liberal arts education, but it turns out to fit rather nicely.

Today, however, this classical understanding of a liberal education is increasingly called into question. How can knowledge free us, and from what? Such questioning is healthy, and essential if education is to retain any intellectual vitality. But I doubt that any of the alternative understandings of the nature and purpose of education will prove more satisfactory than the best answers of the past. Earlier ages tended to view truth as unitary. We have lost much of that understanding; people today doubt that truth is one, or even that it exists at all. But if there is no attainable truth, then intellectual efforts (including education) are pointless. Or if there are many, perhaps conflicting, "truths," then intellectual communication and community are impossible. If my truth is another man's effort, we are at a dead end. Such knowledge can free us from nothing.

A fragmented view of truth leads to another problem: emphasizing quantity over quality. If there are many "truths," then the more knowledge one has the more free one is. But in fact how much one knows is never as important as how well one knows.

Our language and our heritage have insisted on a relationship between intellectual and moral activity. Both ideas and actions are either "right" or "wrong", but how is the correctness of an idea identical with the correctness of an action? Alternatively, how do

"But in fact, how much one knows is never as important as how well one knows."

ideas affect actions, or actions ideas? Do "right" ideas lead to correct moral behavior? What does a knowledge of classical Latin teach me about how to live my life? Perhaps here is one area where new answers can correct some of the false ideas of the past.

Finally, every person must answer these and

similar questions about truth and freedom for herself. I believe that the best of our liberal education in the past has pointed toward the most satisfactory answers. But I also believe that raising the questions, and searching for answers, more clearly define the value and purpose of education than anything else. In important ways, the journey, not the arrival, matters.

David Miller
Humanities Division
Assistant Professor of History

JEWISH STUDIES AT KIRKLAND

Asking what are Jewish Studies is almost like asking what is a Jew. The answer to each question is at once simple, but also quite difficult.

Being a Jew means belonging to a religious group, which has a set of beliefs and practices. Jewish studies entail the examination of that religion with its beliefs and practices. It includes studies of the philosophies of Judaism, whether they be Rabbinic, medieval, or modern. Jewish Studies also mean an analysis of how Judaism differs from other religions, how the beliefs and practices set Judaism apart.

Jewish studies include the history of the Jewish nation, from its origins with the patriarchs to the latest stage, the State of Israel. Jewish studies look at the past to understand the present, and, maybe, to anticipate the future.

There is, of course, a distinct language, Hebrew. Jewish studies mean learning that language. We offer introductory courses for those who do not distinguish an *alef* from a *bet*, and advanced courses for those who want to read the latest news in a Hebrew newspaper and contemporary Hebrew literature.

Judaism has a rich literature, stretching back 3,500 years. In Jewish Studies, that literature, if only in translation, is read to appreciate the width and depth of this heritage. Jewish Studies can be any or all of the above, in conjunction, of course, with other courses offered in the cognate disciplines.

Daniel Lasker
Instructor in Judaica

In more conventional liberal arts colleges, arts studio courses usually fit two categories: (1) They are few in number, and (2) they stand on the periphery of academic courses in a sort of semi-curricular role. Here at Kirkland, studio courses have grown in direct ratio to the experience and expectations that our students bring. Hence, we have developed a separate division with the wide range of courses listed below. Since our courses are strictly studio offerings, art history stands in the Humanities Division. Still, we require our concentrators in visual art to take history of art to complement and broaden their studio experience; Ralph Lieberman (teaching Kirkland's art history courses) does accommodate the studio viewpoint without compromising his own discipline. Our

music course offerings and those of Hamilton College are coordinated so that students at both colleges may benefit from a balanced curriculum.

William Rosenfeld
Chairman
Arts Division

As I understand it, Divisional grouping at Kirkland is essentially an administrative matter. There is no absolute reason why, for example, philosophy of science should be a "Humanity" while history of science is a "Science." At the same time, the grouping generally follows more or less traditional distinctions, so that no one would be astonished to find biology offered in the Science Division and literature in Humanities. As one tries to refine one's definitions further, one tends to find that the intellectual methodology of all academic subjects is rather more similar than different and that different designations often simply indicate the sorts of materials used in a field or area.

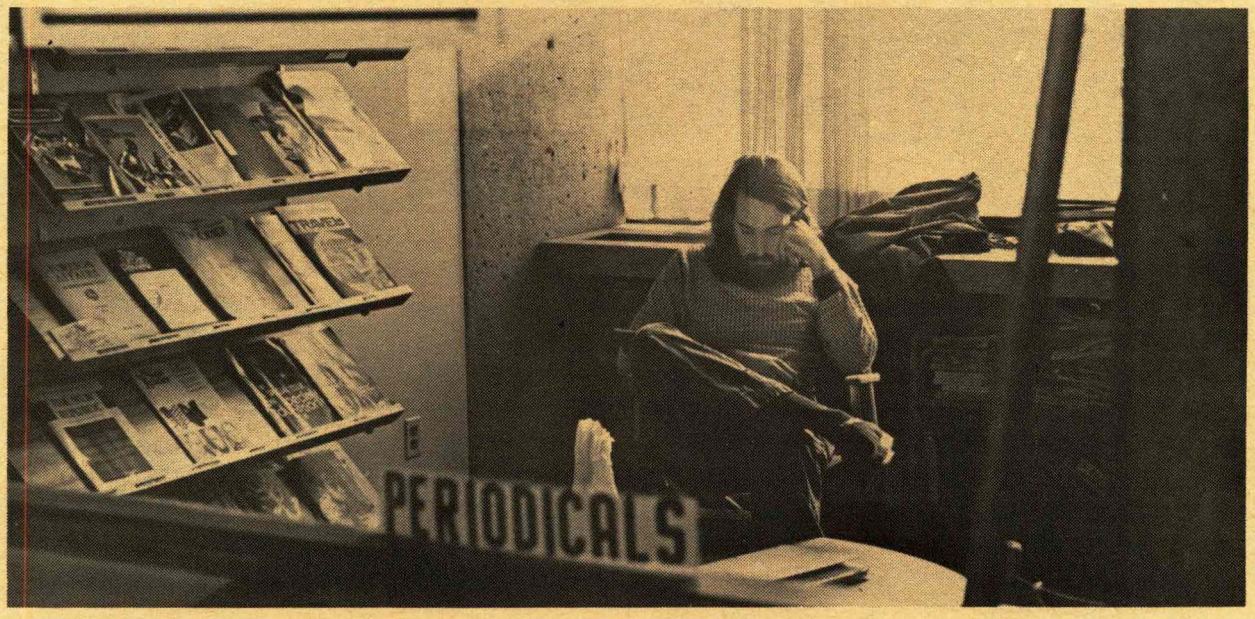
Ursula S. Colby
Chairwoman
Humanities Division

During the 1974-75 academic year, the Science Division will be undergoing internal review and preparing plans for the future. Kirkland, as a college for women, has a strong commitment to science and is exploring means of more extensive coordination with Hamilton in this academic area along with the possibility of expanding the science offerings of both colleges. Though it has not been finally determined which direction these changes will take, it seems most probably that emphasis will fall on the life sciences.

Nadine George
Chairwoman
Science Division

All disciplines represented in the Social Science Division prepare the student for inquiry into a specific subject matter or area through appreciation of the rules governing scientific procedure and investigation. Accordingly, the student is typically introduced to the theory, methods and applications of each of the disciplines, with the hope that carefully arranged sequences of courses will prepare her for more sophisticated work in a concentration of her choice.

David Begelman
Chairman
Social Science Division



KIRKLAND COLLEGE
CLINTON, NEW YORK 13323

(7/16)

INSTRUCTOR'S FINAL REPORT

STUDENT'S NAME ROSS EVE CLASS 76 SEMESTER FALL 73

COURSE NUMBER ART H 101 TITLE HIST WESTERN ART PROF. 710

CHECK ONE: CREDIT [x] NO CREDIT [ ] INCOMPLETE [ ] WITHDREW [ ] NOT IN MY CLASS [ ]

THIS REPORT MUST BE TYPED

Your work this semester was very hard to describe. Of course it was quite good, at times excellent, but the way it was good was fascinating.

As a history major of some experience and accomplishment, you came to the study of art history with a firm grip on the methodology of another historical discipline, and a high set of personal standards for the exercising of that methodology. Your interest in art history was primarily from the point of view of studying a new discipline, not learning a new subject matter. I don't even know if you like art, or really how much you learned about it, but I know for sure that you were determined to learn how to do art history. And you learned, or at least made a very impressive start.

The great demands you place on yourself often make you unhappy with what you consider unimpressive performances. You have an Athena complex. You wanted to spring, full grown, from the brow of Krautheimer, and you became excessively exasperated when you find yourself instead a mortal toddler as the rest ofus were, or even still are.

Your written work showed a steady improvement in the course of the semester, culminating in a really first-rate take-home exam. Appropriately enough, the finest parts of the take-home exam were the summaries of three articles from the semester's reading. You revealed that you could read with clarity and understanding, and summarize what you read with precision and efficiency. You wondered atone point why I assigned summaries as part of the take-home. You provided me with the perfect proof that it was worthwhile. That you came to realize that one of the articles, which you thought at first reading was an "elaboration of the obvious," is in fact "dazzling" in its clarity and organization reveals that the rereading and summary were extremely useful.

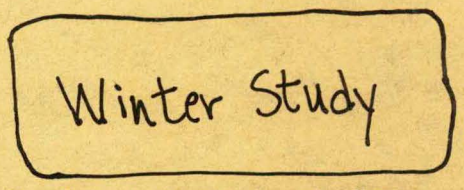
You are one of the most interesting students in the class, and I am sorry that a scheduling conflict prevents you from taking the second semester of the course. My compliments on a very nice first-semester's work.

Ralph Lieberman — INSTRUCTORS SIGNATURE

1/4/74 — DATE

REGISTRAR

Winter Sights



As noted elsewhere in *Particulars*, the Winter Study program at Kirkland last January was devoted to the theme, "Earning a Living, and Living too." We reprint here some extracts related to the program, all taken from *At Kirkland*, a periodical published by the College.

Earning a Living. . .
the realities of the
job market in the seventies

Alexander Methven is a career consultant in Virginia and was invited to conduct the opening sessions of winter study. He led a three-day workshop on creative career development and job finding for students and presented an evening lecture, which is excerpted here.

The job market in these United States is a veritable jungle. The sooner you accept the fact that this is the best model to work on, the sooner you are going to know how to look after yourself in the years ahead. Success is a question of survival; it's a question of the tactics and the strategy that you use to find your way through.

No one owes you a living, and your boss doesn't care two cents about your personal career. The tragedy is that there are still too many people coming out of colleges with an attitude of passive dependence, expecting that somehow it's going to be there and will come down on skyhooks.

When they get into big organizations, many people feel, "I'm lucky to have this job," and they hang on. Let it be equal: they're lucky to have you. This is what self-actualization is about; this is what maturity is about. Get your chin up. Let it be equal. You hire your boss just as much as you're hired by a boss. In fact, in the first two or three jobs, if you are not very careful to sort out whom you work for and with, your level of aspiration may be seriously damaged for several years.

So many intelligent people have never really understood the systems that they have gotten into. They have not spent any time in reflection. One of the great gifts we have as human beings is to reflect on where we've been in life, where we are and where we would like to be.

Very few of us have the authority and power to make things happen. This power and authority issue is very crucial. We back away from this in our personal careers. We want to get into the passive voice, the subjunctive mood. We misquote and misread Acton. He did not say power corrupts; he said power *tends* to corrupt.

The very fact that we have matter, relationships and influence means that we are in on the power play as human beings. If we would only use that power more we'd achieve more of what we want. There would be more honesty around, and many of our organizations would not be as sick as they most surely are at the present time.

It's not what you know, although that's part of it—it's whom you know. That's the way the

big world works out there. Of course we would all like to think that we can change some of this, and it's wicked and terrible. What I'm saying is let it be equal, and let's all do these things and not leave it to the little group that does it now.

You must find the person who wants you. Try getting a little advice from people, perhaps in your family, perhaps an alumna in your town. Never ask anything from anyone in relation to the job market which might turn into a rejection. Never ask anyone for a job unless you know he has one. Ask for advice. Now, if he's got a job, be bold and ask. Put yourself in, because most shrewd people practice self-nomination at least two or three times in their career.

Go the the Hamilton alumni office and find out the ten most powerful Hamilton men in New York City. Write them each a note: "Dear Mr. X: I am a young woman at Kirkland College, and I don't know anyone in the big, lonely city, and I desperately need some advice. I'm going to be in New York on the fourth of March. I'll give you a call and see what time I can come around and see you. Sincerely." And he will think, "By God, who are these ogres from the other side of the road on my old campus?" He will be so curious that he will say, "Come in." I bet before you have been to six of these ten men, you've found something interesting in New York.

Let me give you some figures that may be helpful. Eighty percent of the jobs in the United States are unlisted. Twenty percent are listed. Of those, approximately seven percent will be advertised, three percent will go to all the personnel and head-hunting agencies in a given city, and about ten percent goes through the United States Employment Service and your State Employment Service.

So when you're out of college, you should be working fifty hours a week on job hunting. Thirty hours you spend on advice interviews, seeing people in the networks. You will do one and a half days a week hanging around personnel agencies and one morning only at the local government sources.

Women have a far more difficult time than males in the career world. Many of the traits which are welcome in the male—aggressiveness, "Getting with it," speaking out—are very suspect when they are seen in young women. It means, very often, that you have a very dangerous tightrope to walk in an organization, and it is not long before you might be called all kinds of uncomplimentary epithets.

Now the trick, I believe, is to know the verbs of your own personal life—do you love doing research or writing? Is it helping people, is it something like negotiation, selling or persuading? You've got to get down to the verbs and build your career around the verbs you really love.

Yet, whatever your qualifications are, there are certain persons who are going to block you out as you go to interviews. Twenty seconds is all you've got to either dig yourself into a hole or to build on a good impression. You can always grow the beard later; you can always wear your dirty shoes two weeks later. Once you're aboard a ship you can steal it, but if you don't get invited aboard, you don't have a chance of getting near the rudder, pulling up the sails, or even going along on the trip.

Alexander Methven,
Career Consultant

The Role Model:
A Peculiar Beast of Burden

One is a filmmaker, high school teacher and former Roman Catholic nun. Another is an art curator, author and the organizer of art exhibitions. Some of the women are writers and some are involved in business. All of the guest speakers at the Survival in the Arts and the Careers in Transition winter study seminars have special talents and do important work.

An avid onlooker at these courses might with justification cry, "Ah ha! What wonderful role models for the young college women. How constructive for the young men! Open their eyes a bit."

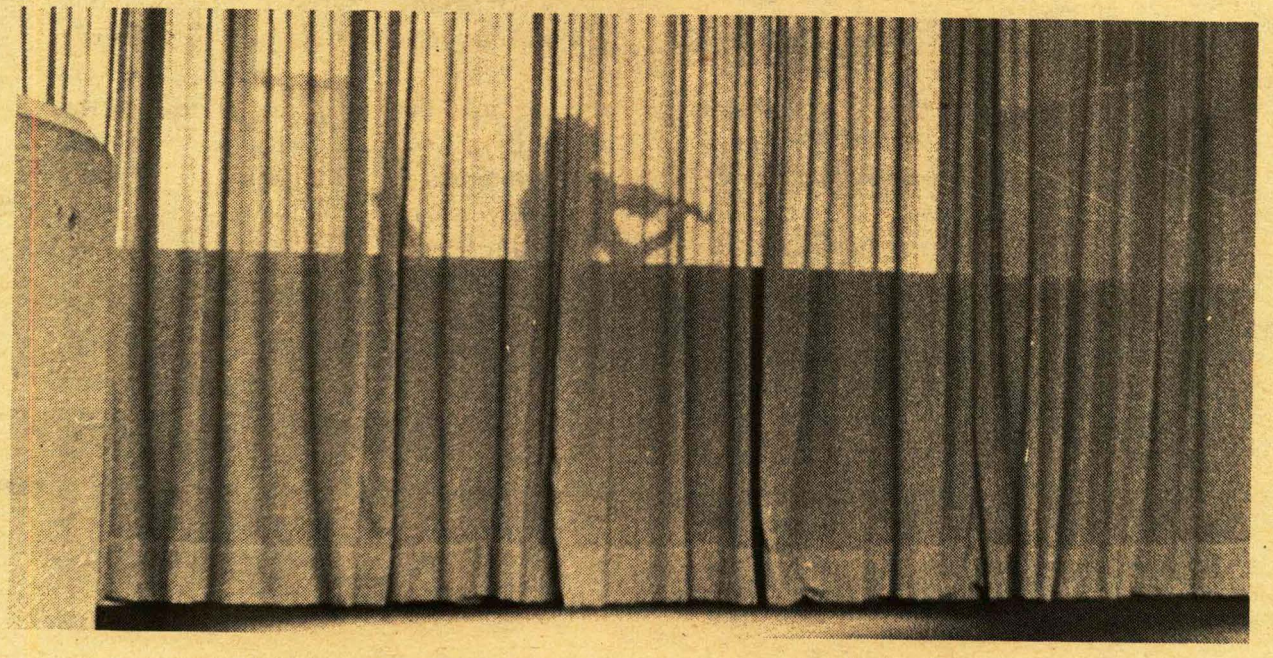
The sagacious onlooker might stop here and chuckle a little maliciously. She would then go on to add:

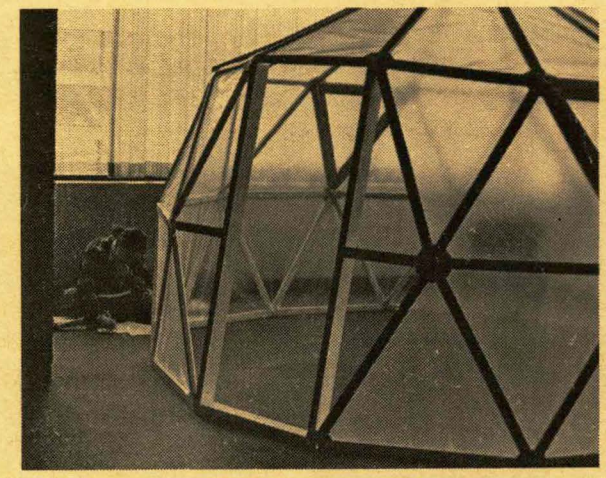
"Just what we need today! We need to see the women who have made it!" And then our brightly smiling, self-satisfied onlooker would leave the classes content at having seen women as insurance executives, sculptors, urban planners, writers and health care officials.

A role model is a peculiar beast of burden. Upon this poor shivering creature we load our demands for more women in high positions and our abstract visions of what we should be as a society. Fortunately, the women who spoke during winter study came not with plastic model kits from which we, the younger generation, can build replicas of our careers with glue, patience and numbered instructions. Instead, each of them did a truly valuable and irreplaceable thing: she talked about herself as a unique human being and what her life means in terms of a particular career.

The beast of burden was put out to pasture in the first moments of the first session, and a series of fascinating biographies began to unfold. No single career or commitment to an art or business had a smooth, predictable progress. Writers had been Broadway production managers. An insurance research specialist had been a bookkeeper and a nursery school teacher. The art curator had been an opera singer.

There was a long list of admirable achievements but also some devastating personal struggles. One of the women overcame a major obstacle both to her career and personal life—alcoholism. The choice of leaving a convent and the Catholic church changed another life immeasurably. The tremendous relief of shedding a rigid lifestyle made experiencing the good and bad of secular living exhilarating. The insurance executive faced the problems connected with being one of a few women in a high position in her company. Writers talked about the importance of time to write and jobs which would allow them that time.





Two of them gave up full-time jobs and devoted their energies to writing while subsisting on part-time employment.

Crucial to the progress of careers was the decision of whether or not to have children. The women, who ranged in age from early thirties to early sixties, made several kinds of choices. Some waited until their children were grown before going back to work, while another hired a nurse to care for her child. Two young women decided that marriage and children were out of the question if they wanted to pursue their work as artists.

Always evident were the joy and satisfaction gleaned from meaningful work. Again and again, the women said that without all of their experiences their lives would have been incomplete.

Questions were asked quietly now and then, but the audience response was subdued, perhaps because the thoughts shared were so personal or because students were simply stunned. Silence may have been caused by the young men in the audience who were encountering, probably for the first time, so many diverse career women.

I already knew that women can "make it," and I knew without reading the discouraging statistics which keep telling us what a small percentage do succeed. I'm lucky. My grandmother was in advertising and later the co-owner with my grandfather of a machinery company, and my mother is an insurance research specialist.

Nobody ever looked askance at me when I talked about growing up to be a horsebreeder, restaurant owner, publisher or writer. No one said it was easy for male or female to achieve these things, but they didn't scowl and suggest I learn to cook, either.

To my mother, women's liberation is an ugly term. Yet she graduated from college and worked for an insurance firm while most of her contemporaries were playing tennis. She got married several years later, had three children and started teaching nursery school when I was twelve. She didn't go back into her profession until I was fifteen, which I think is too bad. But she says she wouldn't have had it any other way.

When my mother went back to work, I was delighted—for all the wrong reasons. At last I didn't have to tell her when I was coming home from school. It was a heavenly dose of solitude and independence from adults.

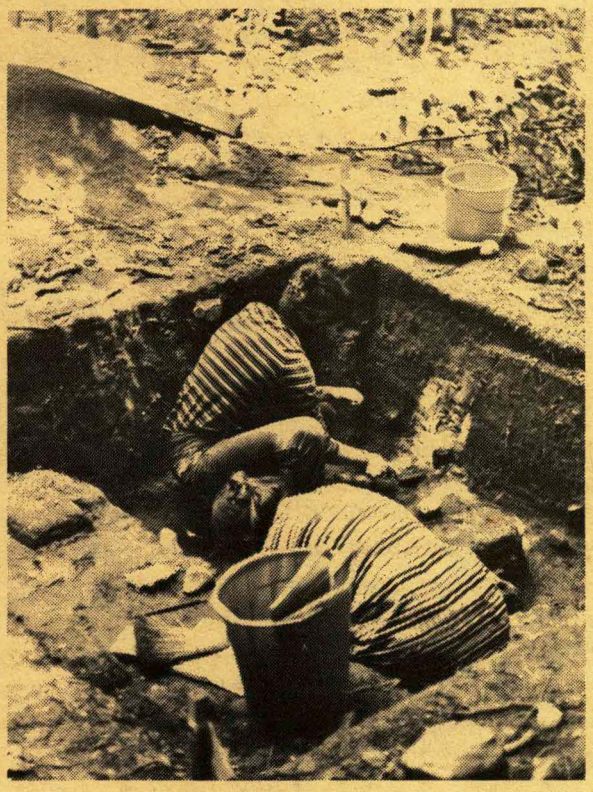
A year or so after she started, I began to appreciate the "liberated" end of the bargain. I was and am proud of the work she does and glad that she gets so much pleasure from it. I'm also proud of my father for encouraging her and supporting her, admitting that no one person can run a house and work full time. It is true that my mother is still considered the person responsible for such symbolic events as Thanksgiving dinner. It's not a picture-perfect situation, but it's a genuinely positive one.

As winter study progressed, I began to pinpoint a group of familiar qualities, qualities which have always been present in both my parents: determination, pride and pleasure in satisfying work, as well as talent. I feel a certain kinsip with the life goals of the people who came to talk. I enjoyed and was constantly amazed by the myriad expressions of their personalities. I was also touched by their willingness to share something very special, their sense of themselves as human beings and their visions of the world. What could be more generous? Finally, I came away from the seminars feeling shored-up by the concrete reality of so many women making their lives into creative, worthwhile processes. Instead of statistics, I now have human beings as references.

Beth Fletcher '74

The Case Against College: Can the Liberal Arts Survive?

Last year, the Carnegie Commission published statistics which suggest a rather controversial prediction: during the seventies, there will be about three million more college graduates than there will be jobs requiring a college degree. Caroline Bird, noted feminist, former Froman Distinguished Professor at Russell Sage College and author of Born Female *has been working with college students across the United States in an effort to assess whether higher education is creating "a marginally employable liberal arts proletariat." As their winter study, two Kirkland students are doing independent studies in this area, interviewing high school students, their parents and guidance counselors in an attempt to discover why students go to college.*
One evening during January, Ms. Bird spent four hours in Kirkland's Red Pit, presenting her case against college and answering questions from a challenged and angry audience of students, administrators and faculty. The defense of college which emerged from this session will be included in the final chapter, "The Case for College," of Ms. Bird's next book, The Case Against College. *The following is an edited version of her introductory statement.*



I should explain what a good feminist like me is doing speaking up against college. My husband says, "You have half the population against you with those books you wrote about women, so what are you trying to do, get everybody against you, including all the professors?" But you must realize the fallacy of so many things that are supposed to be true, like that women can't do things; for instance, women can't do math, or women can't drive cars. Once you get to see that it's a put-up job, you're never the same. You know they can't pull the wool over your eyes about anything.

Then you realize that women are not bound to the upper reaches of management or that a woman is not the President of the United States, not because they can't do it, but because they never got a chance. The fact of the matter is that, with a college degree, women are overprepared for the jobs that they do. How do you prepare someone to be President of the United States? You don't. The better the job, the less stiff preparation anybody can make for it and the more you find that people are just thrown in over their heads in these jobs; they learn them after they get there.

I began to think of the education credentialing that goes on, this notion that you have to have a college degree. Then I started going around to colleges and talking to young people, and it struck me that young people seemed terribly sad. They seem to be much sadder than I would like them to be and much more negative about what they are doing. It's dawned on me that colleges are full, like great big jails or playpens. There are still a lot of people who will ask the student, "What do you work for?" and they say, "Gee, I don't know. I couldn't think of anything else to do." Now that's one hell of a way to decide how to spend four years.

I began to feel that college had been greatly oversold. Then I thought I'd start looking in the library. I discovered that all those books about education were about how education is going to increase the gross national product, it's going to solve the race problem, it's going to cut down on highway accidents, and it's going to do all kinds of wonderful things to society and the world in general.

So you have to realize that college is a good fate, like Sunday school. Meanwhile, you pay through the nose, but what are you getting out

of it? We've done very simplistic consumers' research in which we've been running around talking to students and asking the horrible question, "Why did you come here?" Then we ask seniors, "What did you get out of it?" We had all kinds of interesting answers to this last—one senior said she went to a morgue and she ended up being a dental hygienist. The most significant thing that college really did for young people was that it got them away from home. This is what they say, although all I can say is that it's a very expensive way to get away from home, especially when your parents have to pay for it. By and large, there are nine million undergraduates that are being paid for by taxpayers who think they're going to solve social problems or improve the gross national product.

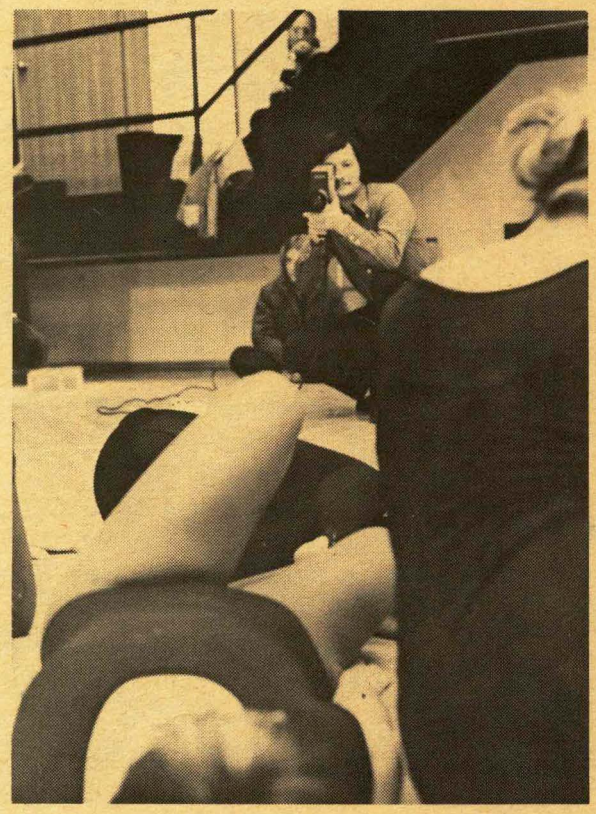
College is administered by faculty members who say, "I don't care what Chaucer does to students. I like it, and I'm going to teach Chaucer, and the students are going to have to take it." And parents say, "Well, I just hope that college will straighten out my son or daughter. College is going to be great for the social life of my children." The mothers hope that their daughters will find husbands, and the fathers hope that their sons will find jobs. Then you talk to the students, and they say, "Well, I hope to find myself, I hope to grow up, I hope to find out where I'm going." The picture I get is that here is a very very blind, dumb-looking institution. Anybody that has anything to do with it is in the game from a different angle. Now, what I'm interested in is you. Are you really better off here than you would be someplace else? During the fifties and sixties, whatever you went to college for, whatever you did in college, even if you had a lot of fun and didn't pay any attention to your studies, when you got out, there was going to be somebody standing there ready to hire you. There was a job wrapped up in every diploma that they handed out. That has not been the case in the last two or three years. So students say they're not really interested in getting a job, that the whole work bit is demeaning and kind of a bore. They tend to feel kind of put upon when it turns out that after a four-year ex-

penditure, they're not going to get anything out of it.

Now we have what is called the New Vocationalists. We have a very high percentage of the undergraduates at Harvard, for instance, saying that they're pre-med or pre-law. There are ten times as many kids who say they are pre-med than there were last year. Being a doctor or lawyer is not the vocational solution for eight million undergraduates. What we're up against is the fact that educating everybody isn't going to abolish poverty and isn't going to create new jobs.

However, there are other reasons for going to college, such as for personal development. Those are the reasons I suspect will turn out to be the expectation of the mama of the girl who hopes she will meet a nice guy. Probably that is really going to turn out to be the one that pays off in terms of expectations. These are some of the concerns that I have had, and I've been going at it in various ways. I have questions that I've been asking everybody. If we could convince all eight million college students that they wouldn't ever make any more money in their lives by going to college, what percent would drop out? Most students say more than half would drop out; others say less than half would drop out but always add that they wouldn't drop out because then they can't get jobs. What else do they have to do with themselves? I don't know whether you suffer from a basic failure of imagination or will or what, but it's kind of alarming that you can't find anything better to do.

Caroline Bird, author



Creative Dramatics
as with any new idea, this one is struggling to find its place in a world of preconceived patterns

The Improvisational Theatre Company of the Performing Arts Foundation of Huntington, Long Island, is a group of artists bringing creative dramatics into the classroom. These people do not *do* children's theatre. Children *are* their theatre. They are the actors, the props, the sound effects and the directors as well as the audience of a drama of their own creation.

Designated as an Arts-In-Education program, the Improv company spends the school year in elementary and occasionally junior and senior high schools throughout Long Island. At the present time, the Improv company is separated into two groups, each working in different school districts. They divide themselves among all the grade levels and bring to dramatic fruition objectives previously discussed with individual teachers. Each group uses a single theme as its opening piece, either the Carnival or the Circus.

"Aggie Kazow's Cosmic Carnival" is a show which is presented with full audience involvement. Participants are chosen randomly to act in each of the four carnival acts. All enter to carnival music, and sit on the floor leaving a square area with Aggie's brightly-painted box in the center. The performers burst into the carnival song: "Abra Ka Dabra, Ala Kazam. Everyone can be a magical man." Suddenly, they stop and fall asleep. Aggie, who has been hidden, stumbles in, dusting as she goes. She is determined to give a show, but all of the eight performers say they are too old. Out of the box comes a bum, who declares himself Mr. Magic and takes over the Carnival. He declares, "Magic is free; all you must do is believe." All believe except Jack, the strong man.

The children are chosen, and, while they are being trained for their circus acts, the remainder of the audience is taught the "carnival chorus." Jack vows to wreck every act but fails at each attempt. At the end of the carnival, all are taken on a roller coaster ride. Jack calls it to a halt. "Does anyone see a roller coaster?" he asks haughtily. Everyone shouts, "Yes!" Finally, Mr. Magic asks if Jack would believe in magic if he could produce a donkey from the box. Jack accepts the offer. A magic sheet is placed over the box, and Jack looks under it. After receiving elaborate instructions, the audience helps Mr. Magic with his magic spell, and the sheet is thrown aside to reveal Jack with donkey ears, a jack-ass. The company dances off, leaving their message, "Everyone can be a magical man."

A mime and exercise based on the theme of confrontation is performed with a sixth-grade class. Two instructors enter the class. In silence, they greet each other casually. They create tension, tempt each other, push and shove and develop strategy. The conflict builds. Then they grasp each other, and their touch becomes a peace-making handshake. Still in silence, they gather the class and divide them into three groups. At last, one explains the exercise briefly. Each section is given a task: one group is told to build a house and live in it, another to build a fortress,

and the third a religious building. They must not talk or let another group know their theme. Inevitably, two groups eventually begin pushing and shoving. There are border clashes and conspicuous non-involvement on the part of the religious group. As the battle rages, the exercise is stopped. The children themselves are able to draw parallels to modern-day wars. They have seen, literally without a word, the origin of strife.

My intention was to record my observations of this company in action and present a supportive case for creative dramatics as a successful educational tool. I kept a daily journal of classroom work and recorded on separate cards each exercise, theme or show that was used. Essentially, I wrote a manual of how classes are conducted by improvisation and a dictionary of introductory pieces.

I tried to maintain my non-participating observer status at all times. In the classrooms, I was granted anonymity and was soon ignored by the children. But I was not merely an objective social scientist researching material for a project. These people are my friends, and their work has my utmost support. In fact, all I have uncovered so far has been positive, in one form or another. There is a definite correlation between my experience with the Improvisational Theatre and Kirkland's winter study theme of "Earning a Living and Living Too." This month in mid-year, living and working with people dedicated to an idea have contributed to my feelings of self-confidence and commitment when pursuing a new and unique concept. As for the emphasis on earning a living, there is no doubt that this field of creative dramatics could provide an adequate monetary means of support as well as creative productivity. I wish I could say that it is a lucrative field, but, as with any new idea, this one is struggling to find its place in a world of preconceived patterns, patterns which do not readily accept the arts as a viable means of education.

Melanie Oliviero '76

Theme for Winter Study '75

The Winter Study Committee has proposed the theme of Corruption as a unifying focus for January, 1975. It will sponsor a number of theme-related projects, in which students may enroll for Winter Study credit, and a series of theme-related lectures and films for the culture calendar. (In addition, the Committee will allocate funds for a number of non-theme-related projects. We expressly wish to support rigorous non-academic projects, off-campus internships, and student-initiated projects.)

The most obvious application of the corruption theme will be to the American political scene. Election post-mortems and the ongoing (or retrospective) analysis of Watergate will suggest speakers and topics for group projects.

It is also hoped that some attention will be given to the origins of civic immorality, as an expression of a need which the social-political-economic system cannot fill. Thus the falling away from idealism will prompt Winter Study investigations into the decline of many civilizations and institutions, as well as into the attempts to accommodate or contain the ideal in its compromised status. (Here we have in mind such widely disparate topics as the role of the Church in Latin American politics and the accommodation of scientific research to the exigencies of U.S. government funding.)

The deterioration of an individual's sense of probity will be another area of interest. We envision a panel discussion on the Seven Deadly Sins, analyzed from the perspective of psychology, philosophy, and religion. In this area perhaps a group project will explore the relation between witchcraft, heresy, and sexual perversion.

Finally we envision a third area of consideration relating to corruption within art, i.e., the decay of artistic integrity. We hope to implement panel discussions, lectures, and group projects which will define and explore the concept of decadence. One approach might be the historical analysis of periods of art which are marked by excesses of style or by a taste for the *recherche* in subject matter. Projects might well be interdisciplinary when aesthetic considerations are the primary focus—the artistic value of ugliness as well as beauty, of dissonance as well as harmony; or even cross-disciplinary when artistic values are weighed against social utility, as in the topics of art and pornography or art and propaganda. A gangster-film series, attesting to audience fascination with evil, is already in the planning stages. Whether the artist is muckraking or dallying with "a life of brilliant sins and exquisite amusements," he is an interesting subject of study.

The Committee hopes that the topic will be suggestive as well as specific and that the presence of this theme will provoke discussion beyond the three weeks of Winter Study, 1975.

Is There a Case Against Kirkland?

I see an assumption on the part of students and parents which dictates that students will go from eleventh grade to twelfth grade and from twelfth grade to college. I see too many people my age ending up in an environment which they are neither motivated nor equipped to deal with. I find myself questioning the presence of my friends and fellow students in college and, further, encouraging them to overcome the fear of stepping outside the college environment.

For her book, *The Case Against College*, Caroline Bird asked me to interview people about their experiences at college, their time off, if they took it, and their expectations. I entered this project cautiously because I do have strong feelings about some of the theories, and I constantly walked that fine line between prompting and probing the interviewees. The results of the interviews disturb me, because they tend to confirm suspicions I had secretly hoped to prove invalid. In almost every case, when asked why they came to college, students' first response was, "It was expected," or "I always assumed that I would go." Parents also said that it was assumed but usually went on to mention social and professional success as reasons for encouraging their children to go. In the small sample I dealt with, I found mothers mentioned more social goals and fathers more economic and professional ones.

The alumnae were overwhelmingly positive about their experiences at Kirkland, but they did have some pointed criticisms. Most felt that Kirkland did not prepare them for the realities they would have to face after graduation. Some felt that a liberal arts education is a luxury and doubted its value for women at this point in history. They suggested women should consider more specialized education because there are so few women in professions.

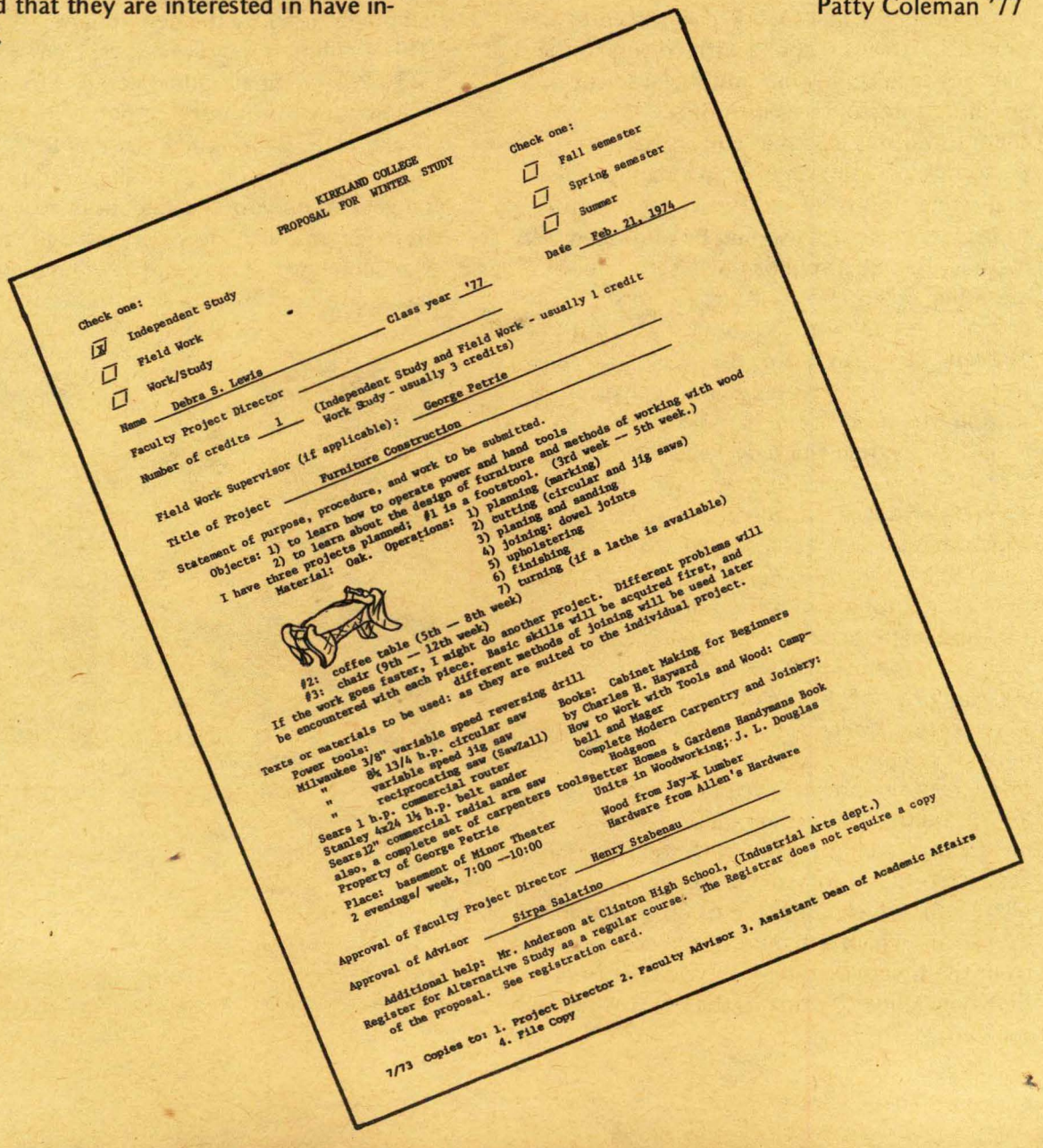
Students now in attendance at Kirkland are highly ambitious. The majority of them are planning to attend graduate school, medical school or law school. The other students working with me, Larry Wingert '74 and Katherine Eisenmenger '77, found that both Hamilton and Kirkland students came to college oriented towards choosing a professional career, but that Kirkland students usually had a specific

career in mind when they came while the men decided later. The men are more concerned with financial success, the women with professional success, not necessarily its monetary benefits. We also noted that large numbers of Kirkland women were encouraged by their fathers to pursue a career. At the same time their mothers urged them to get their "Mrs.!" Administrators and students voiced some concern about the "overselling" of the liberal arts degree. Some students come to college expecting to begin a career with a degree from Kirkland as their only credential. They later found that the degree alone couldn't get them what they wanted. One administrator mentioned specifically the "time lag" involved; by the time students graduate, the prerequisites for the field that they are interested in have increased.

The majority of the people I talked with advocate that students take time out either before or during college. A few administrators mentioned the possibility of sending faculty members out into the "real world" for periods of time. Many administrators felt faculty should encourage every student to take time out, and, in conjunction with that policy, the college could admit older women as students.

The project was both encouraging and depressing. I can see a need for an openness and acceptance of alternatives to higher education. I can only hope that the more discouraging aspects of the research will be incorporated into Kirkland's ongoing self-evaluation

Patty Coleman '77



KIRKLAND COLLEGE
PROPOSAL FOR WINTER STUDY

Check one:
☐ Fall semester
☐ Spring semester
☐ Summer

Date Feb. 21, 1974

Check one:
☒ Independent Study
☐ Field Work
☐ Work/Study

Name Debra S. Lewis Class year '77

Faculty Project Director

Number of credits 1 (Independent Study and Field Work - usually 1 credit
Work Study - usually 3 credits)

Field Work Supervisor (if applicable): George Petrie

Title of Project Furniture Construction

Statement of purpose, procedure, and work to be submitted.
Objects: 1) to learn how to operate power and hand tools
2) to learn about the design of furniture and methods of working with wood
I have three projects planned; #1 is a footstool. (3rd week — 5th week.)
Material: Oak. Operations: 1) planning (marking)
2) cutting (circular and jig saws)
3) planing and sanding
4) joining: dowel joints
5) upholstering
6) finishing
7) turning (if a lathe is available)

#2: coffee table (5th — 8th week)
#3: chair (9th — 12th week)
If the work goes faster, I might do another project. Different problems will be encountered with each piece. Basic skills will be acquired first, and different methods of joining will be used later as they are suited to the individual project.

Texts or materials to be used:

Power tools:
Milwaukee 3/8" variable speed reversing drill
" 8¼ 13/4 h.p. circular saw
" variable speed jig saw
" reciprocating saw (SawZall)
" commercial router
Sears 1 h.p. belt sander
Stanley 4x24 1½ h.p. belt sanding tools
Sears12" commercial radial arm saw
also, a complete set of carpenters tools
Property of George Petrie

Books: Cabinet Making for Beginners
by Charles H. Hayward
How to Work with Tools and Wood: Campbell and Hager
Complete Modern Carpentry and Joinery:
Hodgson
Better Homes & Gardens Handymans Book
Units in Woodworking; J. L. Douglas

Wood from Jay-K Lumber
Hardware from Allen's Hardware

Place: basement of Minor Theater
2 evenings/ week, 7:00 —10:00

Approval of Faculty Project Director Henry Stabenau

Approval of Advisor Sirpa Salatino

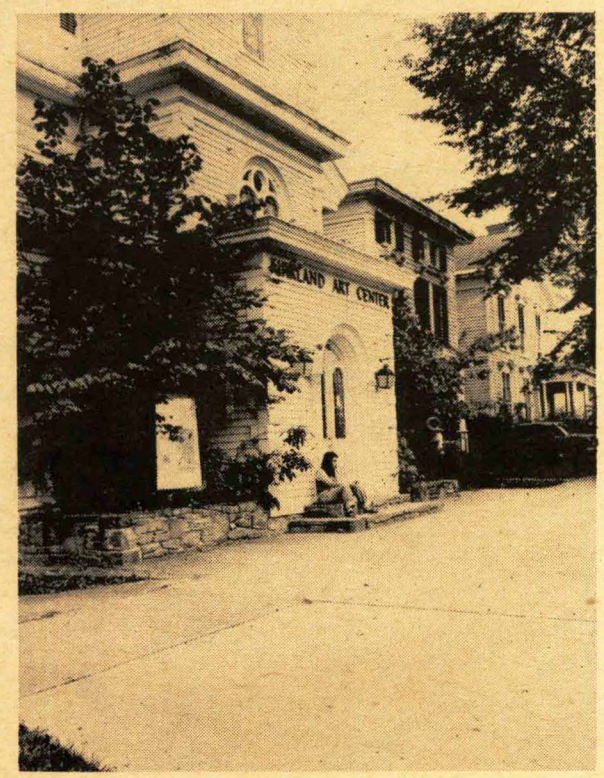
Additional help: Mr. Anderson at Clinton High School, (Industrial Arts dept.)

Register for Alternative Study as a regular course. The Registrar does not require a copy of the proposal. See registration card.

7/73 Copies to: 1. Project Director 2. Faculty Advisor 3. Assistant Dean of Academic Affairs
4. File Copy

Winter Study Self-Evaluation
Introduction to Publishing
Student: Nancy McCusker
(Unsupervised Independent Study)

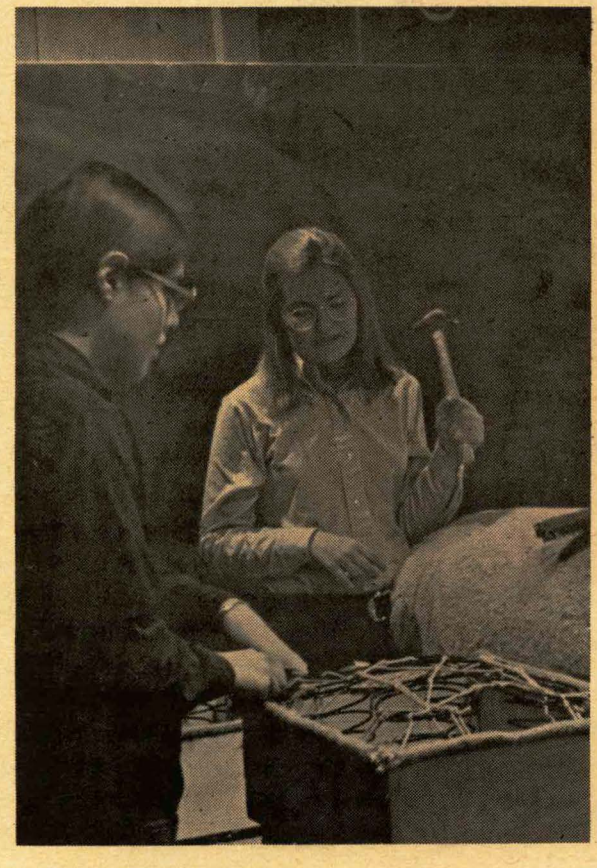
After two summers of working as a secretary at Princeton University Press, I decided in August to use my Winter Study period to learn about publishing from a more executive level. With this end in mind, I wrote the Executive Assistant to the Director, Ms. Carol Orr, for permission to spend WS at the Press, working in each of its different departments—editorial, marketing and promotion, design, production, and accounting. The answer was yes.
A great amount of my time was spent in talking with the people in each of the departments about their jobs and about their experiences in publishing. While I worked in the editorial department, I spoke with editors in the fields of science, history and social science, and literature, and was introduced through them to various jobs that editors have to perform—screening and editing manuscripts, evaluating a set of ten to twelve manuscripts to decide which ones should be published, estimating the cost of publishing a certain book, attending meetings, pacifying authors and other aspects of an editor's job with which I, as a secretary, had not dealt.
In preparation for my week in the marketing section, the head of the department had arranged a schedule whereby I spent one hour (actually it was more like two) with each employee learning about the phase of marketing in which that person was involved. These were direct mail, publicity, book exhibits, promotion copywriting, promotion design, space advertising, paperbacks, and miscellaneous sales and promotion. I was given assignments regarding five of these categories. Examples were writing a news release for a new book, designing copy for a book jacket, writing three four-sentence ads for books, and designing a promotional mailing piece. I worked almost entirely on my own, with some guidance.
One afternoon, I joined a group going on a plant tour, which consisted of observing the process by which a manuscript becomes a book, from the time when the linotype operators first type a line of print to the point when the pages are cut, sewn together in groups and glued to the binding. In addition, we were able to see the difference between offset and linotype printing, the two methods commonly used by the Press, and were shown some special aspects of printing such as how an ordinary photograph is incorporated in a book.
Unfortunately, I did not learn very much about the production department, as I spent only one very hectic day there. I was able to talk to the head of the design department who, among other things, emphasized the close relationship between design and editorial and production departments. We evaluated several jacket covers in order that I could understand what made a cover acceptable or unacceptable. Another of the designers demonstrated the equipment used by the department.
This was how I spent my days, from 8:30 AM to 5:30 PM. Originally I had planned to spend my evenings reading books on publishing, specifically H. S. Bailey's *The Art and Science of Book Publishing* and Chandler Grannis's book on general book publishing, both recommended to me by Ms. Orr. However, since the former was somewhat advanced, I relied mainly on the latter as a textbook. In addition to the



reading I had assigned myself, I found myself spending several evenings and one weekend reading and evaluating a manuscript on medical practitioners in mid-Victorian England for one of the editors. My readings were also limited by my acceptance of a free-lance job to edit a 150-page index, which took eight hours to accomplish. Due to my unexpected load of work, I did not finish any of the books I had hoped to read, but I decided that publishing in action was far more interesting than reading about it.

I spent more time on my project than I had anticipated, about ten hours a day during the week. It was a great chance to learn more about publishing, and it strengthened my desire to enter that field. I was encouraged by everyone at the Press, who all thought my project was worthwhile *and* that such a program is very desirable for anyone interested in publishing. I'm extremely grateful to those at the Press who helped make my January project an exciting, challenging, and profitable experience.

Credit



Self Evaluation for Winter Study: Upholstery
Student: Marilyn Stowe
Instructor: Ruth G. Rinard

When I decided to do upholstery for Winter Study I thought—Ah Ha! The idyllic life—tinkers, tailors, upholsterers—now they are the happy ones!

But upholstery did something else besides cause contentment. It opened my eyes to what craftsmanship is. For the beginner it is frustration. In quest of perfection, there was not one step in the making of my footstool that did not need to be redone at least three times. To make a frame requires the skill of making right angles. Right angles often turn out wrong. Springs are next to unmanageable for beginners and trying to get them in place provided an outlet for one's hostilities. Cotton stuffing can do a disappearing act in places where the craftsman was hoping to do wonders to a shapeless shape. Lumps appear where they are not wanted. Tacks are sharp and hurt one's fingers. Without enough tacks the footstool would not hold together; with too many the frame splits and begins to ply in layers.

When my footstool was finally done, it gave the appearance of being well-crafted. After four hours of use, the sides came untacked. Patience is doubtless a virtue of a good craftsman. Craftsmen must really understand what is meant by the saying, *Ars longa, vita brevis.*

Evaluation for Winter Study: Upholstery
Student: Marilyn Stowe
Instructor: Ruth G. Rinard

The objectives of this Winter Study project in upholstery were to learn the fundamentals of construction of furniture and to develop a sense of craftsmanship. Both of these objectives were to be met in the construction of an ottoman.

Marilyn, I was very pleased with your work in this project. You had a lot of determination which kept you at difficult and unfamiliar tasks such as cutting the sides for your ottoman, drilling the holes for screws, and gluing and putting it together. Although the results were by no means correct or nearly

so the first time around, you were willing to stick with it until you produced a better frame. In the same way you demanded of yourself a better tying job than your first attempt and despite the frustration, the final job was an improvement over initial attempts. You still must learn something about handling tools and using your hands well. In the tying process, particularly, you got caught up in the knot you were working on and found it hard to keep the tension on the twine. To do this means using your hands for 2 operations at the same time. Your covering job was all right, but I think it would have been improved if you had used more cotton underneath and drawn the final cover more tightly. Your determination was a real asset to you in this project. It was a pleasure working with you.

Credit

An Instructor's Report on Winter Study

This is Jeffrey Ross' informal evaluation of a group independent study he supervised during Winter Study.

This year I directed a supervised independent study of Marxist theory and ideology; three students participated in this Winter Study project. The readings for the course included the works of recent and contemporary Marxist thinkers, as well as the original classics of Marx and Engels. The great bulk of it consisted of original works, although some reading of commentaries was encouraged. The focus of our discussions was on the role of ideas in social change: How have Marxist ideas influenced social change? And how has social change influenced Marxist ideas? Thus, we participated in an in-depth seminar on the ways in which Marxism has developed since Marx's time. The project required each of the students to do a great deal of work alone. Having done so, they could then participate in intensive group discussions. Each did so in a thorough and provocative manner. I, for one, learned a great deal from our discussions.

Clearly, this subject is much too vast to be successfully covered in a three-week period. We could only deal with a small number of salient points in our group sessions. However, the students gained a good feel for the material, and quickly attained an analytical perspective with which they could survey this literature. Since the completion of this winter study, some of the students have told me that they intend to pursue this subject both in other courses and in their own readings. If an educational experience can provide an appetite for further investigation of a problem, along with the tools of systematic inquiry and analysis, it can be judged a success. I hope that such has been the case here.

Where Do We Go From Here

Senior Questionnaires and Interviews

Awareness of the close connection between intellectual growth and personal development is gradual and sometimes perceived only occasionally. When "the shock of recognition" occurs, it can be a source of tremendous excitement. In order to evaluate this connection and to make it of use to students as well as to the College, conferences with freshman, sophomore, and senior women were held throughout the year.

Our concern here is with the class of '74.

The purposes of senior questionnaires and interviews were to determine individual students' needs, attitudes and development as they had been affected by Kirkland, and to obtain information which might indicate the sorts of change the College should consider. The interrogations came in response to requests from students, faculty and administrators. The senior interviews were conducted under the direction of the Dean of Student Affairs, with the participation of faculty members and administrators as questioners. The results seem to show a dramatic and therefore encouraging change in the outlook and self-confidence of all the seniors who took part. Exposure to different life situations, different cultures and different modes of thought does indeed provide great impetus to personal and intellectual growth. That Kirkland substantially encourages the integration of "real life" and learning is evident from the preliminary results adduced from senior questionnaires and interviews.

It would be impossible to summarize here all the information gathered. However, the material that follows offers some sense of the attitudes of Kirkland seniors during their last weeks of residence. The report from which we present some excerpts is in draft form and pretends to present no final conclusions or any directions the College might choose to follow.

A preliminary review of senior questionnaires and interviews indicates that they deserved the time and attention devoted to them:

—Seniors were generally pleased (and often relieved) that Kirkland wanted to listen to them. They also appreciated the opportunity to pause and assess what had happened to them, and to the College as well, during their years here.

—A great many of the questionnaires were responded to thoughtfully and at length, despite all the other commitments imposed on seniors during late April and May.

—As one of the interviewers observed, "Conversations tended to branch out and become a kind of faculty/student interchange—disinterested, rather sophisticated and very direct—that should occur much more frequently in an academic community."

The general tone of the responses was one of intensity: More than 50% of the seniors had

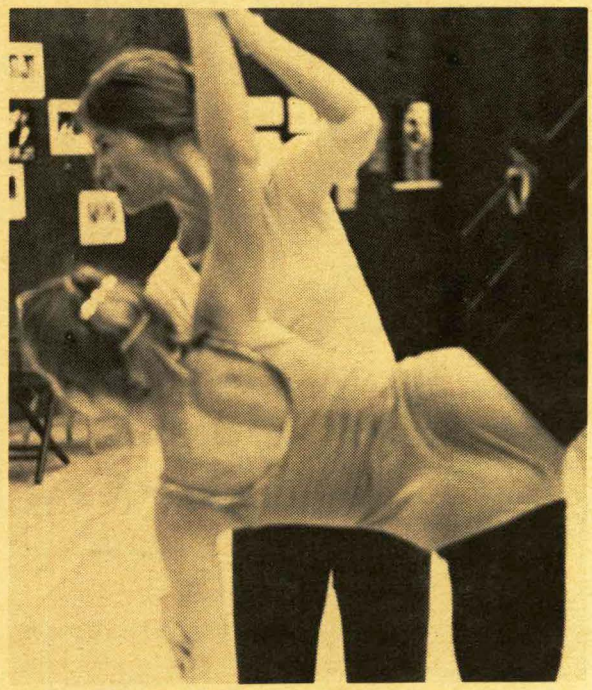
something to say and assumed that their comments would be heeded. These resist easy summary because the women and their experiences are so strongly individual, and also because their perspective is one of involvement and immediacy rather than of "a remembrance of things past."

What has happened to seniors during their years at Kirkland? It all depends. Some were appalled by what they had written on their admission applications four years ago and realized—perhaps for the first time—how very much they had changed and grown. Yet others were surprised to find that they liked the people they had been and were pleased that their growth had involved continuity with, rather than rejection of, their younger selves.

Replies to the question about their willingness to recommend Kirkland to high school seniors reveal not only what they think the College has to offer and what type of student should attend, but also (perhaps indirectly) their assessment of their own relationships with Kirkland. Of 83 replies to this question, 74 ranged from "yes" to "it depends," and included the notion that this College is not for every young woman. Some would recommend it only to a highly motivated, self-disciplined, mature student. Most comments showed an awareness of the limitations as well as the opportunities of Kirkland: "It is a place to grow—a place that needs to grow in numerous ways, too."

"It is a place to grow—a place that needs to grow in numerous ways, too."

With the class of '74, at any rate, Kirkland has been overwhelmingly successful in breaking the traditional B.A. lockstep of four continuous years on campus. Of responding seniors, 71% spent less than eight semesters at Kirkland. With the aid of hindsight, several of



those who had been here for the usual four full years wished they had passed some time away: 37 studied elsewhere or took time away for at least one semester; 14 were transfers, 4 accelerated to graduate early, and 4 transferred to Kirkland and later spent some time elsewhere. These students were all but unanimous in their view that time/study/travel/work elsewhere had been necessary and invaluable to them.

However, while "time away" was clearly believed to be beneficial, students also think it has serious implications for the College as a whole: problems of curricular balance between introductory and upper-level course offerings, of continuity in the operation of College governance, and of maintaining a sense of community where the population is constantly shifting.

Seniors were deeply concerned about academics. Not surprisingly, given the timing of the interviews, the topic most frequently mentioned was senior projects—due immediately prior to graduation. Some would make them optional; others would abolish them enitrely, extend them to cover two semesters, or standardize requirements among divisions. They want Kirkland to establish a more comprehensive science program, one which will serve non-majors as well as concentrators. Some

urged the reestablishment of core courses in some form to provide diversity of curricular and faculty exposure during the freshman year. Others criticized academic guidelines and standards (while not, in most cases, calling for more "structure"). The faculty received considerable praise, but was faulted heavily for a generally low level of academic counseling.

A significant number of seniors felt that Kirkland, particularly its student body, is becoming to homogeneous—that there is not sufficient diversity of background, geography, culture or race. Allied with this was a real fear that both new students and faculty have lost the "pioneer spirit" and are less willing than their predecessors to take risks and work hard to make Kirkland function as a truly innovative college. Both of these concerns were linked to an even more widely shared conviction that Kirkland is suffering, increasingly, from a "reality/rhetoric gap"—that is, we claim to be something we are not, something which, perhaps, no college can be.

Clearly the seniors *care* about Kirkland. Where there are evidences of anger, frustration or disappointment, they spring from belief that potential has been squandered or unfulfilled, or that ideals have been neglected or betrayed. For most, ideals that attracted them in the first place are still important. By and large, moreover, the seniors retained a large reservoir of confidence that Kirkland can make good on its initial promises.

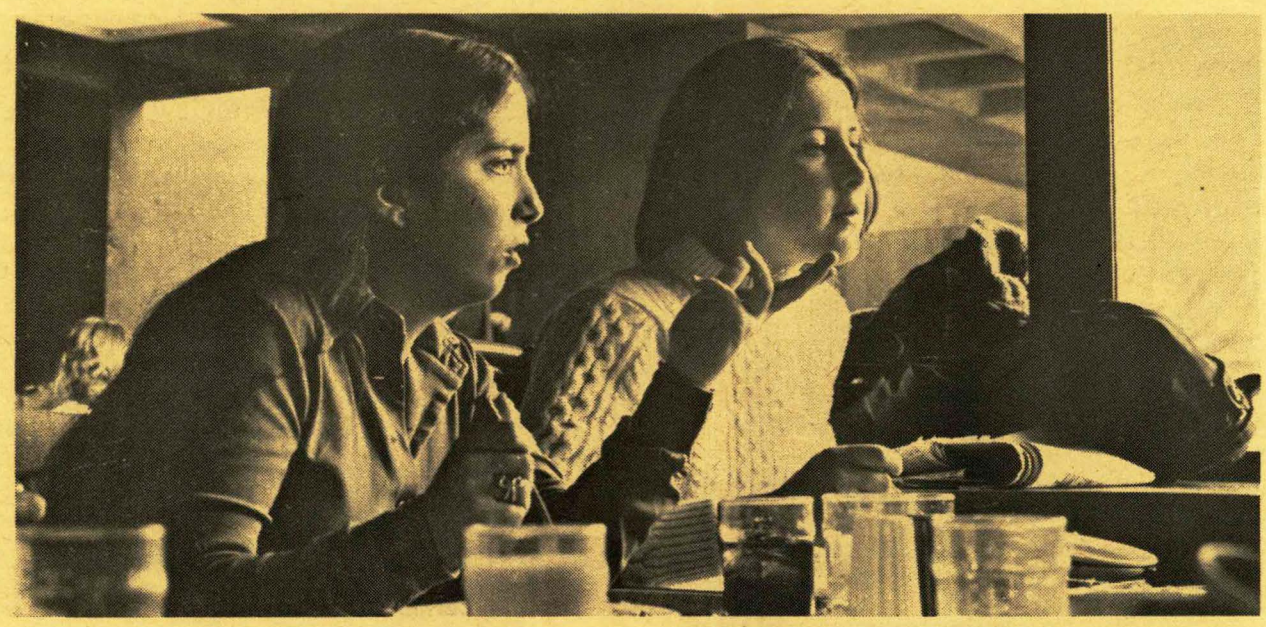
This overview of the senior questionnaires and interviews does not do justice to the material, in part because there is so much of it, in part because the individual character of many comments is so easily lost in condensation. In conclusion, then, hear three voices of '74:

—To Sam Babbitt: When you are sitting in the seventh meeting you have scheduled for the day, remember what Thoreau once wrote: "Our life is frittered away by detail...Simplify, simplify."

—Sometimes the people in this College talk themselves into a state of paralysis. Dialogues may be important and valuable but one often feels that she is witnessing an endurance contest.

—The school doesn't produce the students; they must develop themselves through the opportunities offered them.

Carol Locke
Former Faculty Resident and Interviewer



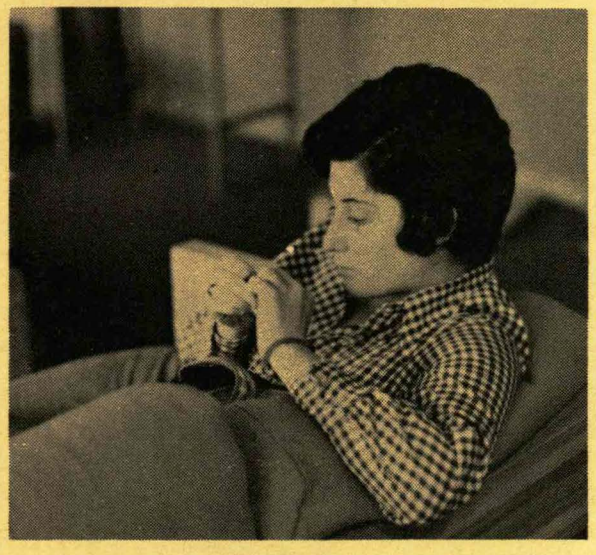
It is customary to ask older, more experienced people for their assessment of a given situation. You have already heard from some staff members, we now offer opinions about Kirkland from the newly graduated class of 1974. They are our oldest residents, and have had the most experience with the College. These responses were culled from Senior Interview Questionnaires. We hope they are useful in fleshing out your mental picture of Kirkland.

WHAT IS MOST IMPORTANT TO YOU ABOUT KIRKLAND NOW?

—The freedom it allowed me: freedom to grow, to make mistakes, and to learn the way I felt I had to, in a very independent, personal way.
—The students with whom I'll graduate, the deep friendships I have made, and the people I love here.
—The freedom it offered to pursue interests not necessarily within the traditional structure of academic studies. Also, the one-to-one academic atmosphere enabling close working relationships with professors and peers.
—The lack of grade pressure. It gave me time to think and to know and have pride in other aspects of my personality beside grade achievement.
—Its flexibility and large amount of individual attention.

WOULD YOU RECOMMEND KIRKLAND TO A HIGH SCHOOL SENIOR?

The majority of the Class of '74 replied "yes," with qualifications.



—If she possessed a strong sense of direction and commitment, not only to working but to participating in the community.
—If she were a self-reliant individual, with a sense of responsibility for her own education.
—If she has no idea of what she is going to do, this is an extremely good place to investigate the possibilities.
—If she could enjoy the beauty and isolation of the environment. Sometimes it's hard to remember the world doesn't stop with a hilltop in Clinton, N.Y.
—If she has enough drive and direction. The freedom and loose structure here can be more frustrating than supportive.

WHAT ASPECTS OF THE COLLEGE DID YOU LIKE BEST?

—Different days, different things. Today is a day when I'm happy with everything.
—The alternative possibilities offered to those students who did not want four years of a purely traditional academic education.
—The long classes which never stopped short of a completed discussion.
—The freedom to explore subjects of my own choosing, independently, in my own style.
—The sense of experimentation—a worthy gamble.
—The arts department....the co-op,....the choir....small classes....availability of professors....independent study....the setting.... Kirkland Glen....Hamilton....freedom of life style....no exams....suites....evaluations.... my friends....

DO YOU NOW FEEL KIRKLAND WAS THE RIGHT CHOICE FOR YOU IN TERMS OF SOCIAL SATISFACTION?

—I made more of an effort towards Hamilton than many other women. Initially, my attitude was totally anti-fraternity and anti-Hamilton, but much to my surprise I found I enjoyed many of the Hamilton men I met and many of the fraternity social activities. By meeting many Hamiltonians, I think I have a good idea of what to expect for the outside world. I've met some people whom I genuinely like as friends, although their attitudes may conflict with my own at points. However, I've found I can get along with these people, and this is important, because I know many of the people I will have to deal with when I leave here will have similar attitudes.
—I don't know if there was a right choice. If I could go back four years in time and rechoose, I would still pick Kirkland-Hamilton.

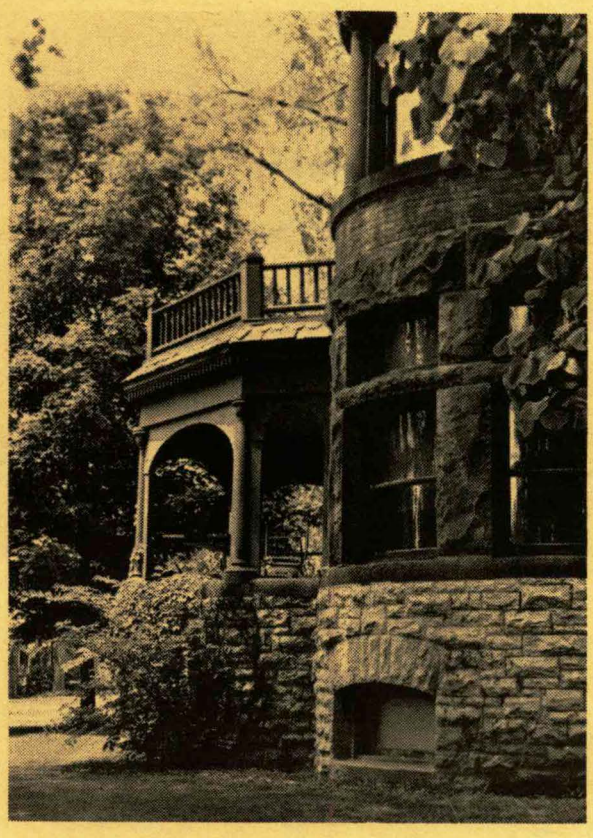
ANY LAST THOUGHT OR PIECE OF ADVICE YOU WOULD LIKE TO LEAVE WITH THE PRESIDENT OF THE COLLEGE?

—Kirkland's saving graces are its constant and continuing self-evaluation and improvement. It's greatest asset, the lack of established tradition, makes the College vulnerable. But even if it is dangerous to be open, self-critical, and to allow more freedom, in the long run, it's worth it.

—If the College becomes to set in its ways under the guise of defining itself, Kirkland will lose its most important and best quality, its flexibility. It will become just another small, respectable, somewhat prestigious place to spend four years and get a diploma. Any institution has the danger of losing its flexibility with its youth, but it doesn't have to happen. Our constant concern is the contradiction between Kirkland's rhetoric and reality. It is time to begin confronting the expressed ideals of the school and the ways in which they fall short of achievement.
—Don't lose the sense of the theatrical, the humor, the capacity for fun that are inherent in Kirkland's structure.

VERY BRIEFLY, HOW WOULD YOU CHARACTERIZE THE FOLLOWING ASPECTS OF KIRKLAND TODAY?

The quality of the faculty—
Mainly quite good, a few strays....excellent, although young and sometimes difficult...competent...it fluctuates...a few really outstanding, a few poor...overworked...homogeneous...responsive.



Faculty/Student contacts—
Better in reputation than actuality...excellent...hard, although most faculty genuinely try...open and good...depends on the student...improving with age...depends a lot on the persistence of the individual...works well and is a positive influence on education...contacts improve as you grow older and are very satisfying by the senior year...not all they could be for a small, liberal arts school.

The quality of the student body—
One of the most impressive aspects of the place...changing maybe for the worse...Homogeneous...highly intelligent...somewhat apathetic about the Kirkland community...a very personable group...willing to share the energies and talents they have...much better than most...relatively high quality...imaginative and interesting.

The range of course offerings—
Lopsided...somewhat limited...needs expanding...too many things; I could stay four years more...pretty good with Hamilton to supplement...Arts Division is shaky...excellent literature offerings...needs more science...satisfactory...Kirkland has the world to supplement its courses.

The academic work load—
Harder than Harvard, I believe...you have to work hard to get something out of Kirkland...

"Harder than Harvard... you have to work to get something out of Kirkland... dependent on the student."

generally fair...manageable if the student is well advised...you make your own and decide your pace. I wish I could take two courses a semester and do the kind of job I'd like to do...nice and flexible...dependent on the student, but generally pretty rigorous.

The quality of academic advising—
Inconsistent...very good...variable, needs more definition...very individual experiences...depends on how seriously one's advisor takes his responsibility...we need more practical

advice...questionable...I was one of the lucky ones with a good advisor.

The quality of the administration—
Static...Kirkland's strength...mixed bag...Kirkland has its administration in shape. Hamilton has its faculty in shape. Both are weak in opposite places...friendly...willing to take time...earnest...hardworking...truly caring...innovative.

The range of student activities—
What we make them...activities too infrequent ...lots of movies...limited by the number of participants...should be more off-campus opportunities...impressive amount of lecturers.

The quality of life on campus—
Idyllic hideaway...I wouldn't change most of it...intense...depends on the weather...it's harrowing and confusing, but has many redeeming aspects...beautiful area, a lot of good people...introspective, a little like "Peyton Place"...what a student makes of it...it can be very exciting or stifling.

OF WHAT ASPECTS OF THE COLLEGE ARE YOU MOST CRITICAL?

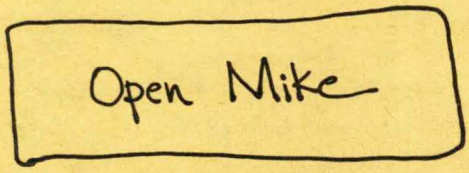
—Senior Project pressures.
—*Its eliteness.*
—The increasing loss of flexibility. It worries me, for it is the flexibility and openness to new and different ways of thinking that make Kirkland unique.
—*The food plan.*

WHAT CHANGES ABOVE ALL OTHERS WOULD YOU MAKE IN KIRKLAND'S ACADEMIC PROGRAM?

—Require a certain number of hours in each division. We need to have a more well-rounded foundation before specializing.
—*Revamp the Senior Project to make sure it's a legitimate and worthwhile use of time. Maybe make it optional, like an independent study.*
—Develop a science program that is serious, demanding and more challenging than the pre-med curriculum they offer at Hamilton. Women needn't think science is a rat race meant only for men.
—*Emphasize hiring faculty members well versed in the potentialities of different and innovative teaching methods. I would like to see more women on the faculty. We need older women to serve as role models and "ears" for guidance purposes.*

HOW HAS THE TIME AT KIRKLAND AFFECTED YOUR CAREER PLANS?

—It has given me an appreciation of my talents and weaknesses, a self-confidence and self-esteem that preclude any chance of my being solely a housewife. On the other hand, one of the major reasons I am (at least for the moment) putting aside ideas about advanced degrees is that I hope to have a family at some point, and the investment of time and money in schooling would tempt me to lay aside that desire. I want to work; I want an interesting and challenging job. I think I can satisfy those desires with a B.A. and still feel flexible enough to pause a while for a family.
—*I'm more realistic about the kinds of jobs available to people with a liberal arts B.A.*
—Being an anthropology major has made me realize I could never be an anthropoligist.
—*It gave me confidence in my abilities. It spurred me to seriously consider a career and graduate school. It helped me see that a woman can make a rewarding life for herself.*



Since Kirkland's first commencement it has been the practice to provide an open microphone for use by graduating seniors who wish to offer some parting thoughts. On May 24, 1974, twenty-five students had something to say. Following are extracts of some of their brief messages.

Billie Jean Stratton: What should a women's college be? A women's college should be a taking-off point for a young girl entering a male's society, a place where she can strengthen skills to deal with the complicated power structures in America and not lose her integrity, a place where she can see and come into close contact with strong women who can teach her now, to give courage and confidence to face an IBM executive across an interviewing table and not feel inferior in any way, a place where she can find out what the word "women can mean, a place where she has a variety of different directions to choose from.

Heather Saunders Estes: I think all of us who came here to Kirkland four years ago came because we were particularly excited about the possibilities that Kirkland had. It was a small school and it seemed to be very, very flexible and to have possibilities. I hope somehow it can keep a kind of perpetual revolution in itself so that it doesn't solidify.

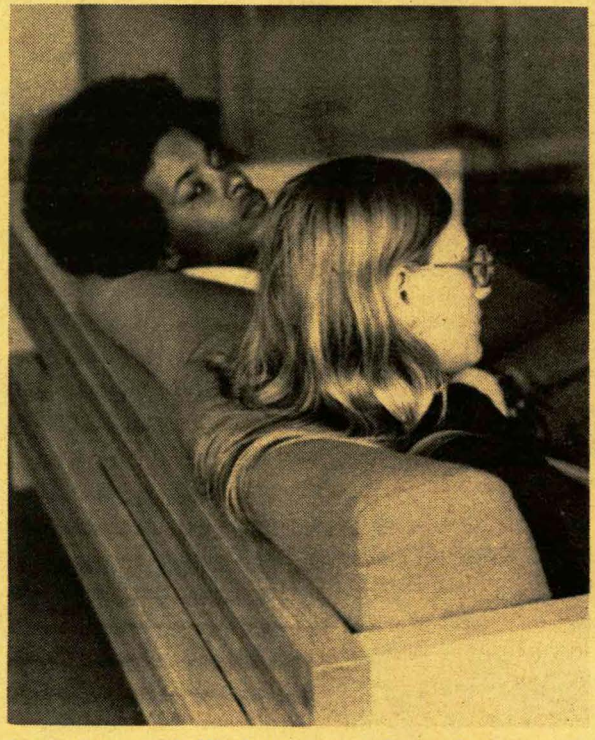
Melissa Anne Keith: A lot of what Kirkland has been was a process of setting me free from myself and nurturing a part of me that can't walk past this microphone with a closed mouth. I guess I want to leave a plea with the trustees and the faculty to watch out for slicing out the parts that nurture people so they won't walk pass open microphones. Just keep the spirit and the spunk and the lack of protectiveness going.

Rebecca Ruth Eddy: I will just read what I have written. I guess, in spite of myself, I have to say thank you to everyone, even those I have been most in conflict with, for you have challenged me and thereby changed me. I want to thank especially those who have supported me, for in your sun I have blossomed. Kirkland is an institution, and everyone who is a part of it has been important in challenging and supporting, I do want to add, though, that Kirkland does have a lot of problems that can't be ignored, but it also has the ability to be flexible as well as a set of goals and guidelines which we should constantly remain aware of in trying to solve those problems. The basic integrity of the framework and goals of Kirkland cannot be questioned. They are what attracted me in the first place and what caused me to remain loyal. It is up to all of us, the administration, faculty, students, alumnae to strive constantly to make our college build its goals in the appropriate manner. Kirkland has challenged me and changed me, and I thank you for the opportunity to be a part of the shaping of this college and, in turn, for the ways it has

helped shape me. It was for these reasons that I came to Kirkland and it is satisfying to be able to say as I graduate that expectation was met.

Melissa Seide Drier: Its been a rather vocal year for many of us here and for good reason. Vocal in the sense that we had to speak out against a certain inability on Kirkland's part to live up to some of the ideals that we did believe in and I still believe in. All that I would ask is that those of us who leave today keep our ears open and our mouths open even when we're far away. For those of us who remain, faculty, students, administration, just don't give up on those ideals. I think they have a place here. I think they have a place everywhere.

Deborah Ann Curry: There are some people who think living at Kirkland has been like living in an unrealistic world. They often speak of leaving it to experience the real world. Perhaps there is some truth in that for some, but as a black woman I'm sure I can say that black or Puerto Rican life at Kirkland has



been very real. We have gone through some changes, but I guess I can step back and look at the situation a little more clearly now, and I know all the changes my sisters and I have experienced will definitely help us to make it when we leave Kirkland. So I say to the comrades that I leave behind, it's a struggle, so is life, and when you leave Kirkland you know you are prepared to deal with any given situation and for that, Kirkland has been very helpful.

Abby Goulder Abelson: I just want to say that

"As a black woman, I'm sure I can say that black or Puerto Rican life at Kirkland has been very real."

after being away from here for a while, coming back has reaffirmed my belief and general impression that this place is made up of really wonderful, right, responsive people who are really loving and that's very special and I thank you.

Susan Ann Levine: If I have learned one thing here it is to believe in myself.

Kathryn Lynn Bedke: I guess that William Blake sums it up best, "to see the world in a grain of sand, to hold heaven and a wild flower." Kirkland has taught me an awful lot and helped me to see some of these worlds. I can go where I feel as a woman and as a human being.

Not to belittle the academics I have had here, I would just like to express my appreciation to one woman who has just made it really super and that is Comfort Richardson [Kirkland Coordinator of Athletics]. And I would also like to say that I hope (I guess you would say) the very near construction of tennis courts and paddle tennis courts signals the fact that the Trustees of the College are becoming more aware of the need for athletics at Kirkland, and I would like to come back and play some time.

Sara Gordon
Open Mike, Graduation '74

Senior Views

The Kirkland "community" that we came to in 1970 has evaporated. I used to taunt high school chums with stories of the weekly teas at my professors' houses, with the way Kirkland was steered by a student-faculty Assembly, with the way conferences and evaluations change course work from a competitive exercise into a personal and intimate challenge. (For a couple of years, I had all my male friends wishing Kirkland was coed, and female friends regretting the college of their choice.) I know a community has to change and grow and that if Kirkland were the same college I came to in 1970, we'd have clear cause for alarm. But in our changing, particularly in our struggle to establish ourselves in the larger academic community, I believe we have thrown away, or forgotten, most of the characteristics that made Kirkland an exciting and valuable place. The Assembly and other decision-making channels, I believe, are more and more dominated by the faculty, with students forgetting or being denied their status; the innovations that were vital to Kirkland are becoming just excess baggage to an increasingly conventional style of education; and as for those teas when students and faculty got together in an intellectual and social hubbub, I don't think the faculty is interested any longer.

A couple of weeks ago, a friend reported that she had just met a candidate for a psychology position. The woman had been on campus all day, had already met with some of the social science faculty, and yet when she was asked by students how she felt about the fact that there were no grades or finals at Kirkland, she was taken by surprise—no one she had seen or spoken to before had thought that this was important enough to tell her. Perhaps this was just a simple oversight. However, even one such mistake seems intolerable to an institution that is trying to strengthen and create an environment committed to academic innovation and change. The point that has finally struck home with me is that Kirkland is no longer committed to those things. I think without them Kirkland loses her attractiveness and vitality.

Kirkland Student '74

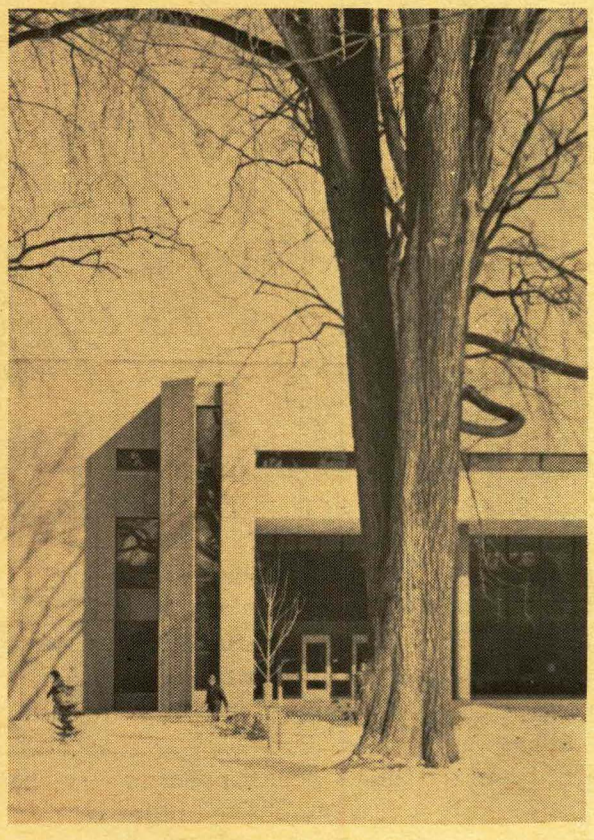
I hope Kirkland is aware of the change in ideals and philosophy I sense taking place, especially within the Arts Division. I feel that it is losing sight of what it means to be a department within a liberal arts college, not an art school. The emphasis is shifting from one of experimentation and exploration to one of wishy-washy academic art. I happen to be a firm believer in the progression from foundation courses through specialized courses, but the way this shift in emphasis is occurring is destroying student interaction. No longer do classes learn from each other through the working out of commu-

nity or shared assignments, and students lose valuable feedback and contact when class consists of receiving instructions and departing to carry them out individually.
Also the Arts faculty is becoming increasingly committed to each faculty member's personal working time. This is an awkward situation because a teacher inactive in the practice of art provides no inspiration for students and is apt to be a less effective and productive person. However, a teacher must care enough about his teaching responsibility to devote personal time to talking to students, to looking at their work, and to understanding the frustration a student often feels about her work. I feel the Arts faculty is pulling away from commitment to Kirkland and its students. I think the older faculty members are getting discouraged, and newer faculty members don't really care about Kirkland's ideals and unique demands. The end result of this loss of faculty commitment is the feeling that the students and the school are simply providing the time and vehicle for artists to make it on their own.
In other words, I feel Kirkland's Arts Division is being used as a stepping stone by some faculty members.

Kirkland Student '74

Oh, the giggle of the girls in the library,
Where the Ham Col boys will study.

So began the humor issue of the campus newspaper published four years ago. The song, which is a commentary on Hamilton's vision of the Kirkland women, goes on to accuse Kirkland students of being basket-weavers, who complete four years of college without ever taking a test. It is questionable just how much of the song was written in jest. How could "coordination" ever be achieved in an atmosphere where one side viewed the other as a bunch of artsy-craftsy girls who came to Kirkland to be "finished," and where the Kirkland women responded with an equally vehement and degrading view of the Hamilton male as a grade-grubbing, beer-drinking fraternity jock? Husbands and wives are said to come to resemble each other after a period of years. The same claim has recently been made by some students regarding Kirkland and Hamilton. The Kirkland student living in a coed dorm at Hamilton should logically be the first to find problems of "coordination" non-existent. Living in such a situation, I found myself suffering instead from a kind of mild schizophrenia, probably peculiar only to the Hill. Although I had chosen to live at Hamilton rather than at Kirkland, my "Hamilton half" and my "Kirkland half" seemed to be constantly at war. I had not only traded academic methodologies, but also social philosophies, when I moved across the street. *The Spectator's* stereotypes had a distressing tendency to assert themselves in conversations at meals. One of the interesting facts about stereotypes is that they exist for a reason. For example, Hamilton students are not necessarily grade-grubbers, but they may find it too easy to use a grade as a ready means of categorization—A is good, D is bad. To such a Hamilton student, the Kirkland system of evaluation becomes confusing, at best. He also finds that the Kirkland student is more readily permitted to pursue an interest in

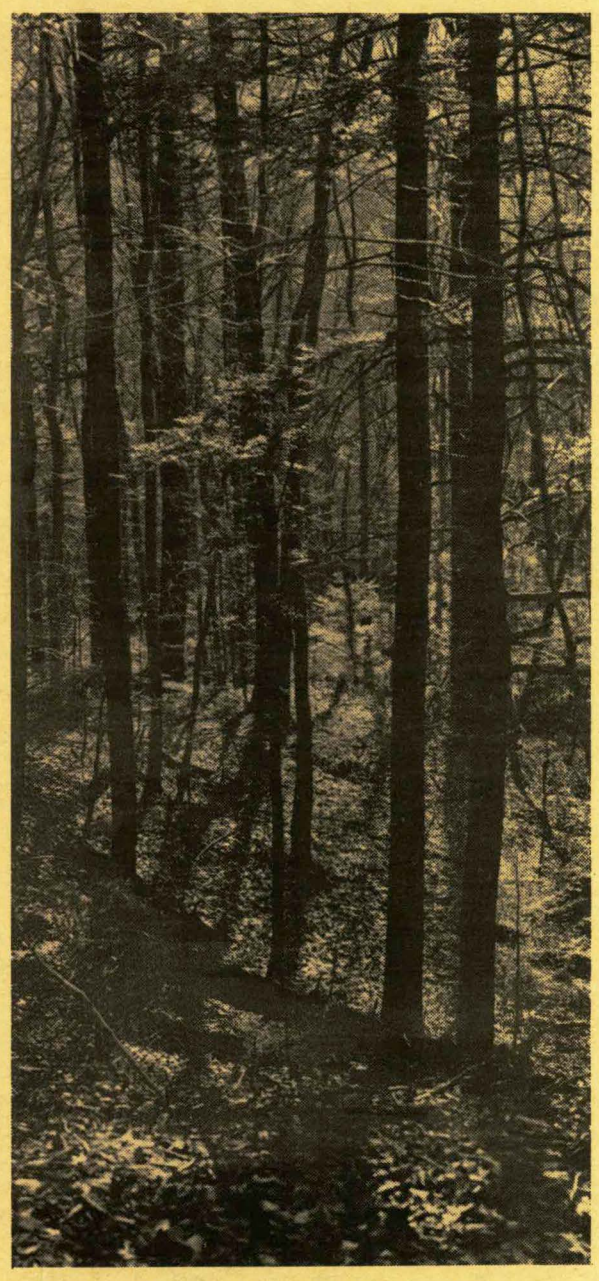


the studio arts than he is, since Kirkland would defend such an interest as academically viable. Hence, the allocation of the term "basket-weaver."

Such stereotypes have on occasion blocked interpersonal communication between students of the two colleges. I think that more often they have been the initiators of lively discussion. It is from the stereotypes that more essential questions are realized, questions which each of the two institutions has sought to answer in its own fashion: What is academically viable? What is the appropriate method for evaluating students' work? How are students better able to learn, through papers or exams?

New questions regarding coordination are surfacing to replace the stereotypes. The library, the dining halls, Bristol, the Pub, and the presence of both sexes in classrooms tend to indicate that social coordination has been achieved. Yet, with so many shared activities, what makes the Hamilton and the Kirkland student different from one another; coordination remains a matter which the Dean's office aptly calls "creative friction."

Connie Miner '74



Where do you go from here

Here are some ways out.

If you've been reading *Particulars* with more than casual attention, you'll have remarked that many Kirkland students spend a good deal of time away from the College during their careers here, and you'll have noted, too, that such periods—independent study projects, work/study, and study at other institutions—are encouraged when they appear important to each student's growth.

Kirkland cares about what happens to you when you're ready to leave, too. The following statement, from Bunny Lieberman, Director of the Career Center, gives you some indication of the degree of *her* concern and that of the College:

Students are encouraged to project possible post-graduate plans as soon as possible and to advise the College of those plans, no matter how tentative, so that advice and counsel can be made available. They should consult their advisors, the Office of Academic Affairs, and the Career Center. In combination, these resources can help to bring goals into sharper focus, outline a program of work and study

supporting those goals, and direct students to appropriate opportunities for study and/or employment after graduation.

The Career Center, a joint office serving both colleges, provides counseling and information services designed to help students think and act creatively with respect to their careers, including the pursuit of higher degrees, and their future life as an entirety. We sponsor special seminars and symposia that relate career and life-style questions. We offer individual counseling and group discussions about job-hunting strategies and resume preparation. We maintain an extensive career library which includes information on foreign study, summer possibilities (including work and work/study data) and an information bank detailing prospects for internships and work/study experiences.

During the academic year, we support on-campus recruiting visits by representatives of graduate and professional schools, business organizations and social and governmental agencies. To aid students with references and career information after graduation, the Career Center maintains, at the student's request, a placement file. Students are urged to consult with the Director of the Career Center for assistance in developing this file.

The Career Center also acts as a clearing house for all kinds of job opportunities made known to the College (falling outside the purview of the Financial Aid Office)—permanent, summertime, part-time, on and off the campus.

Where have they gone from here?

Of 450 Kirkland alumnae, excluding 149 members of the Class of 1974, we have information about what half of them are now doing. A few statistics may serve as an indication of the variety of employment the College has helped prepare its women to cope with:

Of the 225 from whom we have data, 23 are in communications and publications work, 39 are in education, 8 in science, 20 in the arts, 35 in government and/or management training, 35 in miscellaneous fields, 65 in graduate schools. Since 50% is a fairly reliable sample, we may reasonably assume that this pattern of activity is genuinely representative.

Here is a series of excerpts of communications received from alumnae about their current work:

Employed by *Penthouse Magazine.*

M.S. from Bank Street College of Education.

Underwriter for Colonial Penn Group in Pennsylvania (job includes auto insurance risk selection)

M.S. in journalism from Northwestern.

Teaching sixth-grade English in public school.

Admissions assistant at Simons Rock.

Supervising group of lab technicians in enzymology for Worthington Biochemical Corp. New Jersey.

Studying veterinary medicine at Cornell.

Will receive Master of Divinity degree from Yale in 1976.

Assistant account executive for Gimbels, New York.

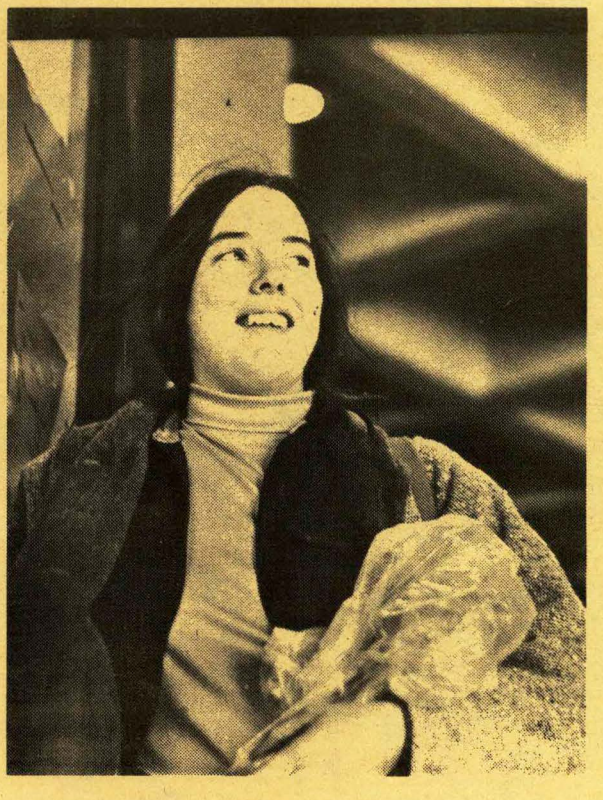
M.A. in Graphic Arts from Syracuse.

Will receive M.F.A. in sculpture from Rhode Island School of Design.

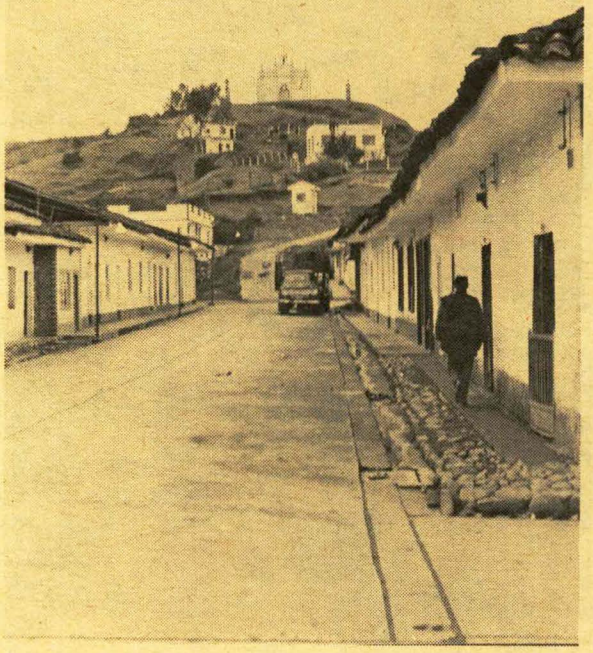
Student intern in district attorney's office in Pennsylvania.

In graduate philosophy program at Tufts.

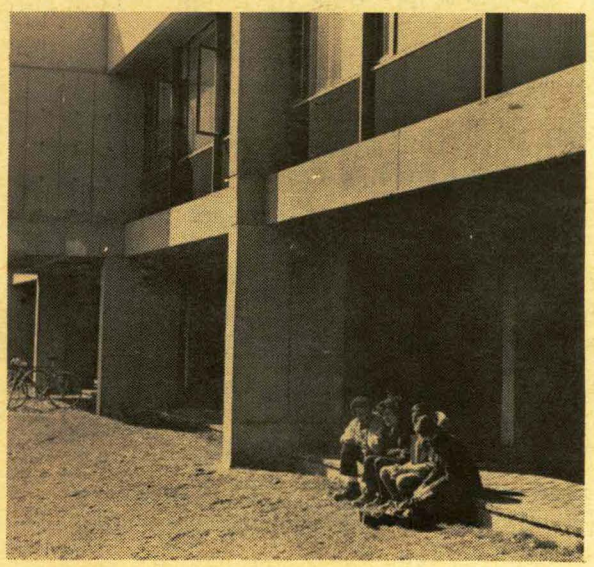
Research assistant in Organizational Behavior



Department of Harvard Business School.
Studied bookbinding and book conservation in Vermont and Switzerland, will be studying same in London next fall. Also preparing own book for publication
Acting, in New York.
M.A. in Spanish literature from N.Y.U. Planning to pursue doctorate.
M.A. in linguistics from University of Leeds, England.
Studying modern dance.
In graduate School of Environmental Studies and Forestry, Syracuse.
Writer/editor/proofreader/researcher for National Designers, in Pennsylvania.
In graduate school, Sophia University, Japan, concentrating in Far Eastern studies.
Assistant in student services and had resident, Hartwick College.
News reporter, WUTR-TV, Utica.
Assistant to marketing manager, Doubleday & Co., New York.
Attending Harvard Divinity School. Applying for medical school. Volunteer ambulance attendant.
Assistant in public relations and advertising, General Electric.
Will receive Ph.D. in social psychology from Princeton, 1975.



M.L.S. from Rutgers.
M.A.T. in biology, Northwestern.
Research assistant in mathematical psychology, Rockefeller University. Will start graduate school in history of science, fall 1974.
M.A. in mathematics, University of Michigan.
Working as a cook. Will attend Andover Newton Theological School.
Attending Cornell School of Nursing.
Range management assistant, U.S. Forest Service. Also work own farm with husband.
Working in a restaurant. Looking for fulltime job in commercial design.
Claim adjuster, Nationwide Insurance.
Editorial assistant. E.P. Dutton & Co., New York.
Restaurateur/fisherwoman, Massachusetts. Owns restaurant with husband.
Will receive Ph.D. in computer science from Syracuse in 1977.
Architectural photographer.
Teaching English at Berlitz School, Milan.
M.S. in radio-TV from Syracuse. Medical development officer, University of Rochester Medical Center.
Attending graduate school, University of Sussex, England.
Teaching English at Baptist College, Hong Kong.
Will receive Ph.D. in evolutionary biology, University of Chicago, in 1978.
Working in ceramics; hopes to set up own shop.
Working toward M.A. in educational administration.



Part-time exhibit specialist for a science museum. Also teaches flute.
Developing and implementing education curriculum for headstart program.
Working as a waitress and seeking work as an actress.
Trust administrator-trainee, Chase Manhattan Bank. Applying to law school.
Employed by Viking Press to promote book benefits in libraries.
Working toward M.F.A. at Yale.
Attending Suffolk Law School.
Working toward Ph.D. in Japanese literature at Columbia.
Assistant buyer, Saks Fifth Avenue.
Senior assistant buyer, Bonwit Teller.
Will receive J.D., University of Denver College of Law, 1975.
Working for Ministry of Health and Labour in Gambia.
Will receive Master of Divinity from Episcopal Theological Seminary in 1975.
Consultant in health care and political campaign management for W.H.K. Communications Associates, New York.
Editorial assistant, Crown Publishers, New York.
Will receive M.D. from Duke Medical School in 1976.
Research assistant, Russian Research Center, Harvard.
Regional director, National Citizens' Scholarship Foundation.
Traveling cross-country.
M.A. in anthropology, N.Y.U.
Studying photography at Boston Museum School.
Traveling in the western United States.
In Graduate School of Architecture, M.I.T.
Working as a carpenter and practicing art.
Tennis professional, Tennis United.
Temporarily doing glass-glowing; seeking employment related to her field (archeology).
Management trainee, Virginia National Bank.
Will receive M.B.A. from Wharton in 1975.
Book production assistant, Frederick Warne & Co, London.
Attending Duke University Law School.
Social worker, Central Association for the Blind, Utica. Part-time graduate work in social work at Syracuse.

Theatrical agent.
Editor, *Trial Magazine.*
Tutoring English in Greece, and traveling.
Entering Peace Corps to teach in Africa with husband, a Hamilton alumnus.
Test development, Educational Testing Service, Princeton.
Staff assistant to Vice President for Policy and Plans, University of Massachusetts.
Working for Gillette Company in France.
M.S.J. from Northwestern/Medill School of Journalism. Also correspondent for Medill News Service.
Manager for Marimekko fabrics, Design Research store, Cambridge.
Teaching Pottery at YWCA. Considering graduate school.
Researching American colonial history CBS series on Bicentennial.
M.A. in child development, University of Connecticut.
Studying ceramics in San Francisco.
Will receive Ph.D. in English from Yale in 1976.

Kirkland Associates

When Kirkland admitted its first students in 1968, one of the problems it confronted was the total absence of alumnae. Quite apart from the implications of such a condition from the viewpoint of fund-raising (most colleges depend very heavily on their former students for financial support), a college has need of friends who are willing to offer assistance in a number of ways that have nothing to do with money.

It was with these other functions in view that Kirkland created its unique Associates program. This group, now numbering well over 400, assists the College and its students and alumnae in important ways—offering guidance, employment, and moral support to Kirkland women. Associates in different professions have made frequent visits to the College to talk about their work.

Originally conceived as "surrogate alumnae," Associates today are recruited from the ranks of past parents as well as from individuals who, for one reason or another, have expressed an interest in Kirkland. Over the years since this group was established, its members have performed precisely the purpose for which they were invited to join. They figure significantly as well in the College's plans for its second decade, described elsewhere in these pages.

Where does Kirkland go from Here

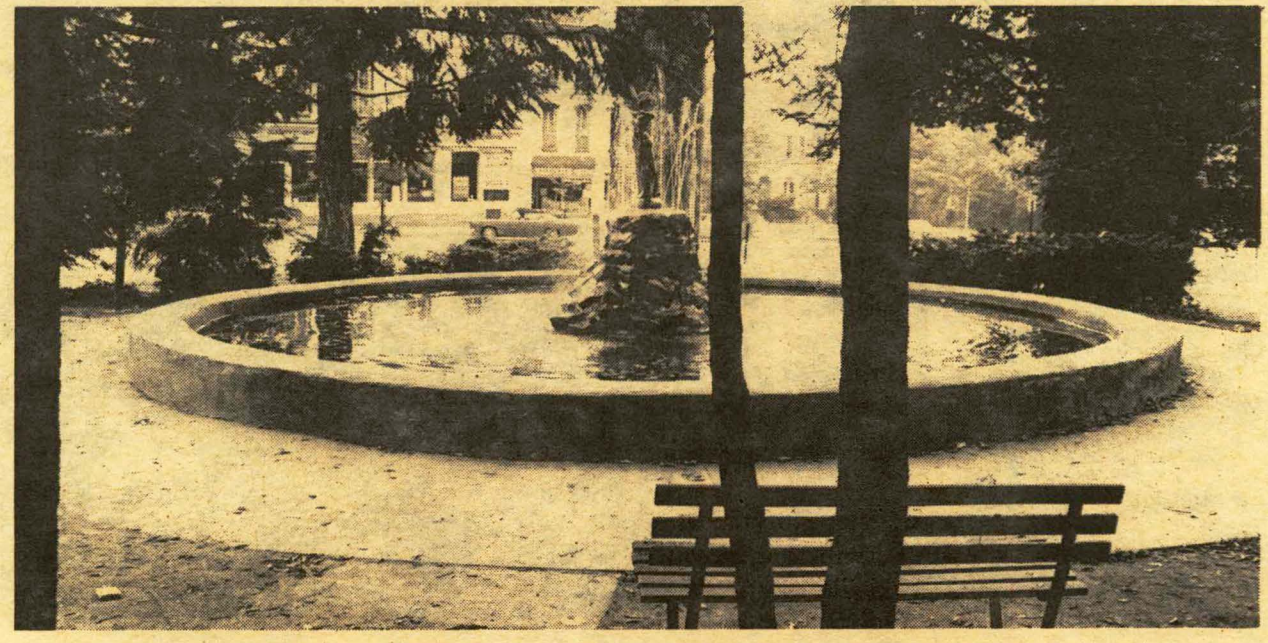
Although many of us continue to think of Kirkland as a new institution, colleges age, as people do. In 1975, the College will enter its second decade. In preparation for this event, five members of the faculty and one student met throughout the past year for long range curricular planning. Identifying Kirkland's present strengths and limitations, and anticipating the demands it must meet from 1975 to 1985, proved a frustrating, humbling, but constantly fascinating task. It was an opportunity to engage in the kind of systematic in-

stitutional self-analysis Kirkland has always valued. It offered, as well, a chance to test our personal educational ideals against our colleagues' ready and all-too-accurate perceptions of the "hard, cold facts" of education.

A preliminary draft of the Committee's thinking was circulated among students, faculty, administrators and members of the Trustee Planning Committee in April. Further meetings took place in August, when economic forecasts and projects of the demands for private liberal arts education among women were introduced, along with other considerations, to the Committee's curricular proposals. This fuller report is to be distributed to members of the College. After close questioning and painful compromises, a final document will be submitted to the Trustees for consideration in early 1975. When Kirkland begins its second decade, it should be able to do so with a renewed sense of purpose and a realistic appreciation of the challenges it must confront.

During the past year, the Committee focused its discussions on the facets of this institution which have so far defined it: Should Kirkland remain a women's college, and why? What are the costs of Kirkland's coordinate relationship with Hamilton and of its separate institutional identity? What is a liberal arts education and what must it be by 1985? What has innovation meant in practice and should it remain a characteristic of Kirkland's educational program? These were basic and often very troublesome questions.

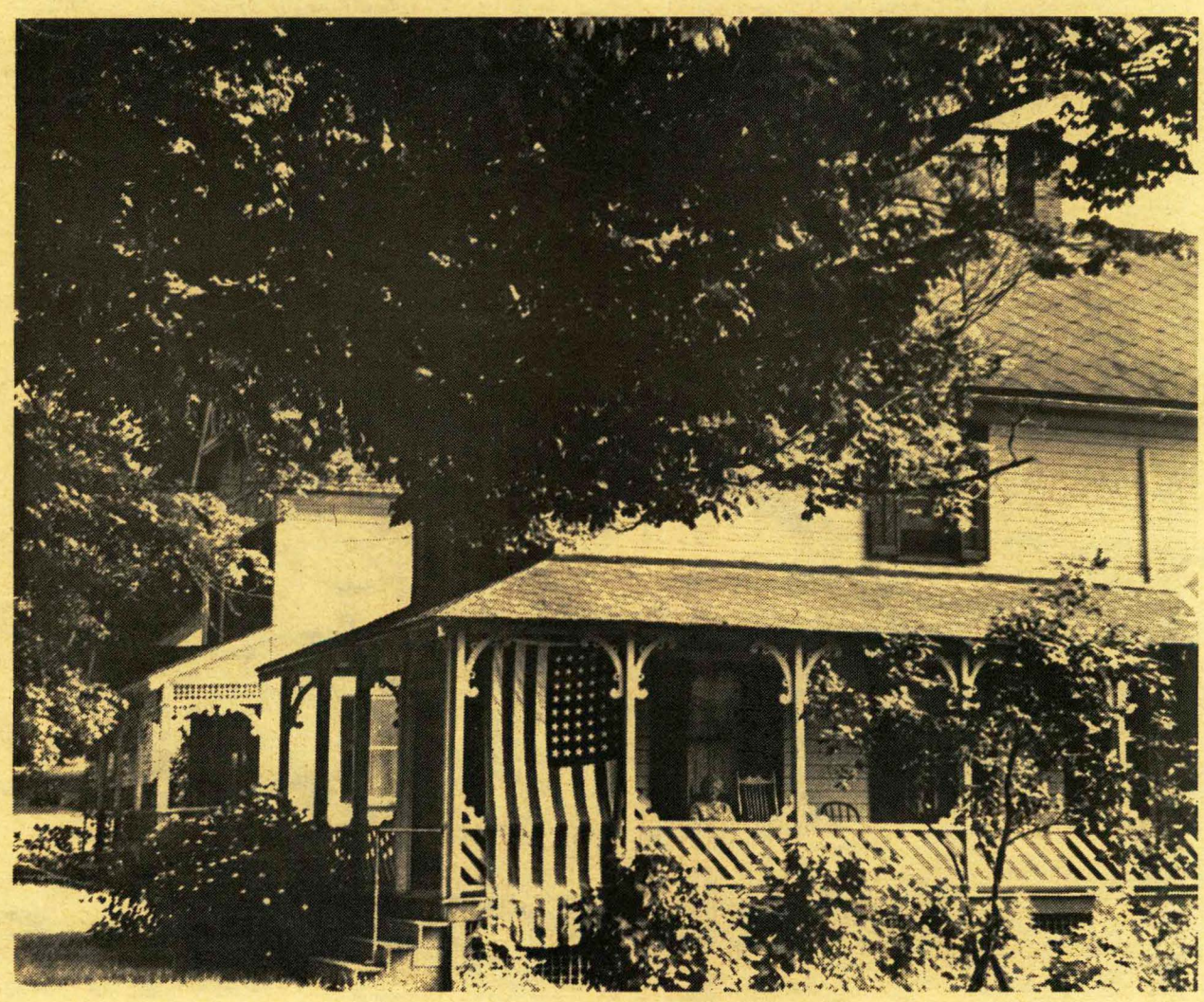
Our preliminary draft contains a number of emphases which may or may not survive further scrutiny. We came to believe, for example, that it was very important for Kirkland to remain a women's institution. While we thought a women's studies program, as such, was not absolutely necessary, a stronger emphasis should be placed on preparing women for a world in which, if they do desire, they may pursue careers identical to those of men. In this respect, the Committee stressed the need further to strengthen the Science Division, lest the College inadvertently foster a sex-role stereotype suggesting that women are less able than men to function in this area. The Committee remained persuaded of the value of Kirkland's coordinate relationship with Hamilton and became more fully convinced that its entire worth had not yet been exploited. We



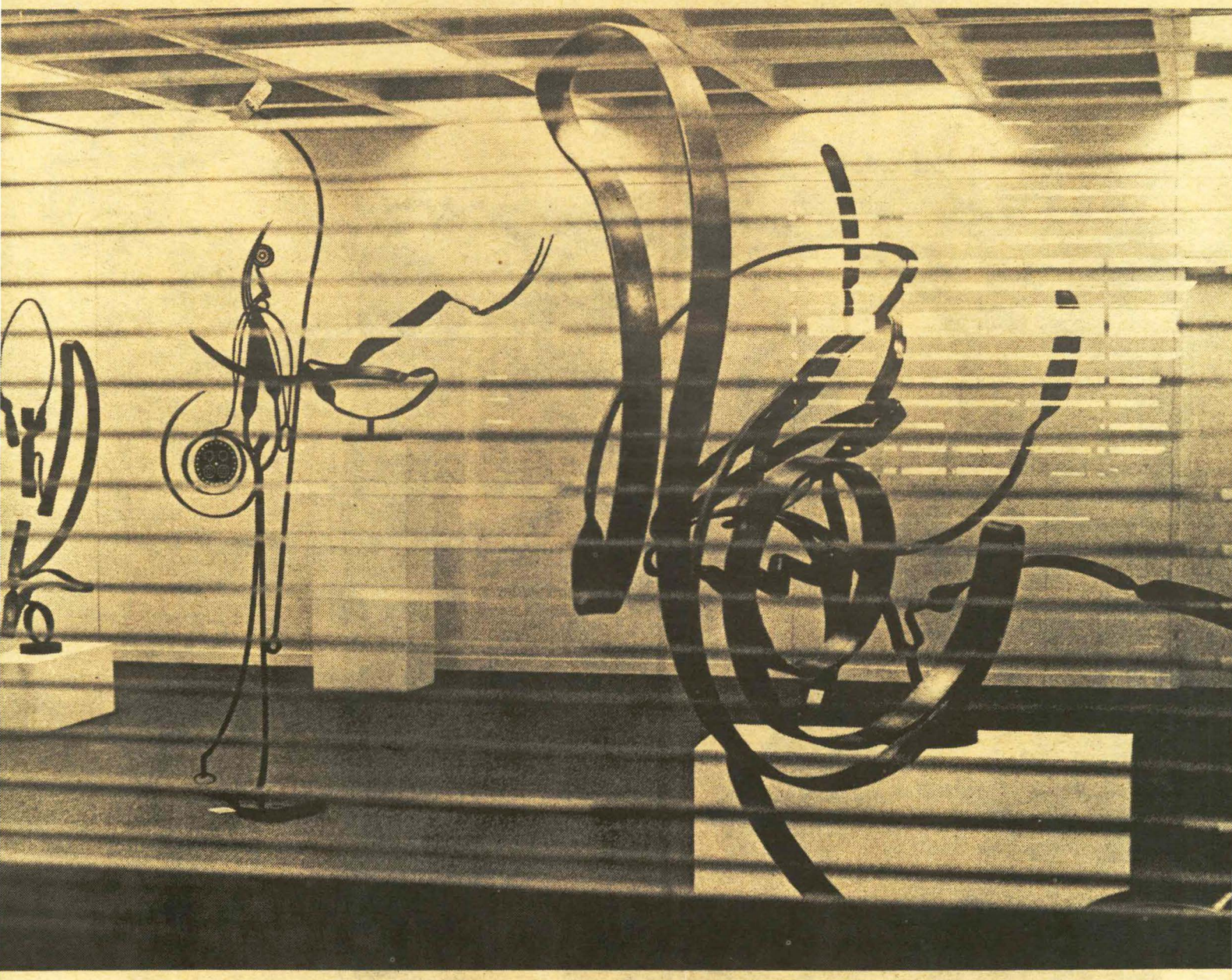
also recommended that the College give serious thought to a radical revision of the academic advising program and a reassessment of graduation requirements. Finally, despite the ambiguities which have surrounded the concept of innovation at Kirkland, the Committee strongly felt that the systematic exploration of educational alternatives, coupled with a commitment to demonstrate their merit, could become one of Kirkland's strongest assets.

These are preliminary thoughts and, in this version, highly condensed. Those of us engaged in this work have found it exciting. We anticipate that the entire College community, this fall, will also enjoy the bizarre pleasures that accompany intensive institutional self-examination and long range planning.

Walter Broughton
Assistant Professor of Sociology



Appendix



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Tyringham, Massachusetts

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Chairman and President
Warner Cable Corporation
New York City

George B. Waters, B.A.
President and Publisher
The Rome Sentinel Company
Rome, New York

Samuel Fisher Babbitt, Ph.D., LL.D.
President, Kirkland College
Clinton, New York

The Kirkland College Faculty

ARTS DIVISION

William Rosenfeld, Chairman and Professor of Creative Writing
B.A., Utica College of Syracuse University, 1951
M.A., University of Minnesota, 1954
Ph.D., University of Minnesota, 1961

Carol A. Bellini-Sharp, Assistant Professor of Drama
B.A., Pennsylvania State University, 1966
M.A., Pennsylvania State University, 1968
Ph.D., Carnegie-Mellon Univeristy, 1971

Albert Bowen, Adjunct Instructor of Keyboard

Nathan Boxer, Associate Professor of Film
Queens College, 1946-48
New School for Social Research, 1948-50
New York Photo League, 1950-51

Marsha Brunner, Adjunct Instructor of Dance

Jerry Dodd, Assistant Professor of Sculpture
B.S., Central Michigan State University, 1965
M.F.A., University of Oregon, 1967

Hugh Hartwell, Assistant Professor of Music
Associate Diploma, McGill University, 1964
Mus.B., McGill University, 1964
M.A., University of Pennsylvania, 1969

Alan Heard, Associate Professor of Music
Mus.B., McGill University, 1962
M.F.A., Princeton University, 1964
Studied with Boris Blacher at Berlin Hochschule fur Musik, 1964-65

Sharyn Heiland, Assistant Professor of Dance
B.A., Florida State University, 1967
M.A., Florida State University, 1968

Steven Liebman, Assistant Professor of Film
B.A., Brooklyn College, 1966
M.F.A., Rhode Island School of Design, 1970

David MacDonald, Adjunct Instructor of Ceramics

Robert B. Muirhead, Associate Professor of Painting, Printmaking and Drawing
B.F.A., Rhode Island School of Design, 1961
M.F.A., Boston University, School of Fine Arts, 1964

Phyllis Murphy, Adjunct Instructor of Keyboard

Robert Palusky, Assistant Professor of Ceramics
B.F.A., Wisconsin State University, 1967
M.A., Wisconsin State University, 1968
M.F.A., Rochester Institute of Technology, School of American Craftsmen, 1969

Neva Pilgrim, Associate Professor of Voice
B.A., Hamline University, 1960
M.M., Yale University, 1962
Academy of Music, Vienna, 1963-64

Katherine D. Saltonstall-Dewart, Assistant Professor of Creative Writing
M.F.A., Cornell Univeristy, 1972

William Salzillo, Assistant Professor of Visual Arts
B.A., Middlebury College, 1968

B.F.A., Rhode Island School of Design, 1971

Rodney John Umlas, Assistant Professor of Theatre
B.A., Cornell University, 1966
M.F.A., Columbia University, 1968

Frederick Elliott Warner, Adjunct Assistant Professor of Theatre
B.A., Ohio State University, 1960
Ph.D.,Ohio State University, 1974

Mary Jane Warner, Assistant Professor of Dance
B.A., University of Toronto, 1963
M.A., Ohio State University, 1971
Ph.D., Ohio State University, 1974

HUMANITIES DIVISION

Ursula J. Colby, Chairwoman and Professor of Literature
B.A., Barnard College, 1950
M.A., Columbia University, 1952
Ph.D., Columbia University, 1961

Samuel F. Babbitt, Professor of American Literature
B.A., Yale College, 1953
M.A., Yale Graduate School, 1957
Ph.D., Yale Graduate School, 1965

George W. Bahlke, Associate Professor of Literature *(on leave Spring 1975)*
B.A., College of the University of Chicago, 1953
B.A., Swarthmore College, 1955
M.A., The University of Chicago, 1956
Ph.D., Yale University, 1960

Esther Barazzone, Acting Instructor of History
B.A., New College, 1967
M.A., Columbia University, 1968

Catherine S. Frazer, Professor of Philosophy
B.A., Wellesley College, 1946
M.A., Yale University, 1948
Ph.D., Yale Univeristy, 1951

William Hoffa, Assistant Professor of Literature (on leave 1974-75)
B.A., University of Michigan, 1961
A.M., Harvard University, Graduate Schools of Arts and Sciences, 1962
Ph.D., University of Wisconsin, 1967

Daniel J. Lasker, Instructor in Judaica
B.A., Brandeis University, 1971
M.A., Brandeis University, 1971

Adele E. Laslie, Instructor in Philosophy
B.A., Sweet Briar College, 1967

Ralph E. Lieberman, Assistant Professor of Art History
B.A., Brandeis University, 1961
M.A., New York University, 1964
Ph.D., New York University, 1972

Stephen Lipmann, Assistant Professor of Literature
A.B., Antioch College, 1967
A.B.D., University of Oregon, 1972
Ph.D., University of Oregon, 1972

David S. Locke, Assistant Professor of American Studies *(Research Professor Spring 1975)* Director, American Studies Program
B.A., Cornell University, 1962
M.A., Cornell Univeristy, 1964
Ph.D., Brown University, 1971

Peter T. Marcy, Associate Professor of History *(on leave Spring 1975)*
A.B., Hamilton College, 1959
M.A., Claremont Graduate School, 1960
Ph.D., Claremont Graduate School, 1964

David B. Miller, Assistant Professor of History *(on leave 1974-75)*
B.A., Yale University, 1965
M.A., Yale University, 1967
M.Ph., Yale University, 1969
Ph.D., Yale University, 1971

Phyllis S. Morris, Assistant Professor of Philosophy
B.A., University of California at Berkeley, 1953
M.A., Colorado College, 1963
Ph.D., University of Michigan, 1969

Nancy S. Rabinowitz, Assistant Professor of Literature
B.A., City College of C.U.N.Y., 1967
M.A., University of Chicago, 1972

Peter J. Rabinowitz, Assistant Professor of Literature
B.A., University of Chicago, 1965
M.A., University of Chicago, 1965

Ph.D., University of Chicago, 1972

Richard Roelofs, Associate Professor of Philosophy
B.A., Ohio Wesleyan University, 1953
B.D., Yale University Divinity School, 1956
A.M., Harvard University, 1965
Ph.D., University of Rochester, 1968

Carol S. Rupprecht, Assistant Professor of Literature
B.A., University of Virginia, 1962
M.A., Yale University, 1963
M. Phil., Yale University, 1973

Heinrich H. Stabenau, Assistant Professor of Literature
A.B., Williams College, 1961
Ph.D., Princeton University, 1971

Jerrald L. Townsend, Instructor in History
A.B., University of North Carolina, Chapel Hill, 1963
M.A., Washington University, 1966

SCIENCES DIVISION

Nadine George, Chairwoman and Assistant Professor of History of Science
A.B., University of Minnesota, 1946
M.S., Columbia University, 1950
M.A., Southern Methodist Univeristy, 1968
Ph.D., Cornell University, 1974

Linda S. Birnbaum, Assistant Professor of Biology
A.B., University of Rochester, 1967
M.S., University of Illinois, 1969
Ph.D., University of Illinois, 1972

Eugene C. Putala, Professor of Botany *(on leave Spring 1975)*
B.S., University of Massachusetts, 1950
M.S., University of Massachusetts, 1952
Ph.D., University of California at Berkeley, 1965

Ruth Rinard, Assistant Professor of History of Science
B.A., Milwaukee Downer College, 1963
M.A., Cornell University, 1965
Ph.D., Cornell University, 1968

SOCIAL SCIENCES DIVISION

David A. Begelman, Chairman and Associate Professor of Psychology
B.A., Brooklyn College, 1955
M.A., New York University, 1960
M.A., Yeshiva University, 1961
Ph.D., Yeshiva University, 1966

John M. Bacheller, Assistant Professor of Government
B.A., Lehigh University, 1967
Ph.D., Syracuse University, 1972

Nancy T. Blodgett, Visiting Professor of Education
B.A., Utica College of Syracuse University, 1961
M.A., Syracuse University, 1964

Walter Broughton, Assistant Professor of Sociology
B.A., Colgate University, 1963
M.A., Cornell University, 1966
Ph.D., Cornell University, 1973

Sandra H. DeMyer-Gapin, Assistant Professor of Psychology
B.A., Univeristy of Hawaii, 1965
Ph.D., University of Washington, 1970

David J. Gray, Professor of Sociology *(on leave Fall 1974)*
B.A., Pennsylvania State University, 1952
M.A., Pennsylvania State University, 1955
Ph.D., Pennsylvania State University, 1957

Evelyn Hendricks, Assistant Professor of Education
B.A., Syracuse University, 1954
M.Ed., Springfield College, 1967

Lois Ablin Kriesberg, Visiting Professor of Sociology
B.A., Roosevelt University, 1950
M.A., University of Chicago, 1953

Don T. Muilenberg, Associate Professor of Psychology
B.A., University of Iowa, 1959
M.A., University of Iowa, 1961
M.A., University of Missouri, 1965
Ph.D., University of Missouri, 1968

Douglas Raybeck, Assistant Professor of Anthropology
B.A., Dartmouth College, 1964
M.A., Cornell University, 1968
Ph.D., Cornell University, 1974

Jeffrey A. Ross, Instructor in Government
B.A., Harpur College, State University of New York, 1969

W. Seward Salisbury, Visiting Professor of Sociology
B.S., Cornell University, 1928
Ph.D., Cornell University, 1938

Alphonse J. Sallett, Instructor in Sociology
B.A., Albright College, 1963
M.A., Syracuse University, 1965

Thomas Scott, Associate Professor of Psychology
B.S., Pennsylvania State University, 1956
M.S., Pennsylvania State University, 1958
Ph.D., Pennsylvania State University, 1961

Drury R. Sherrod, Assistant Professor of Psychology
B.A., Southern Methodist University, 1965
M.A., Johns Hopkins University, 1967
Ph.D., Stanford University, 1971

James Shuster, Associate Professor of Sociology
B.A., Haverford College, 1956
M.A., Princeton University, 1959
Ph.D., Princeton University, 1969

The Hamilton College Faculty

John Martin Carovano (1963)*, President
A.B., Pomona College
A.M., University of California
Ph.D., University of California

Eugene Lewis (1967), Provost
A.B., Temple University
A.M., Indiana University
Ph.D., Syracuse University

Dwight Newton Lindley (1952), Acting Dean of the College
A.B., Hamilton College
A.M., Columbia University
Ph.D., Columbia University

Robin Bryan Kinnel (1966), Associate Dean of the College
A.B., Harvard University
Ph.D. Massachusetts Institute of Technology

* year of present appointment to faculty

FACULTY EMERITUS

James Alvin Adkins (1962), Associate Professor of Mathematics, Emeritus
B.S., United States Naval Academy
M.S., Purdue University

Sidney Bachley Bennett (1939), Secretary of Admission, Emeritus
A.B., Hamilton College

George Harvey Cameron (1932), Professor of Physics, Emeritus
B.S., University of Saskatchewan
Ph.D., California Institute of Technology

Robert Rose Carson (1949), Associate Professor of Speech, Emeritus
B.S., Hamilton College
A.M., Hobart College

Earl Wendell Count (1946), Professor of Anthropology, Emeritus
A.B., Williams College
B.D., Garrett Biblical Institute
Ph.D., University of California

John Sake Gambs (1946), Professor of Economics, Emeritus
A.B., George Washington University
A.M., George Washington University
Ph.D.,Columbia University

Charles Augustus Godcharles (1951),

Professor of Psychology, Emeritus
A.B., Bucknell University
A.M., Duke University
Ph.D., Duke University

Edgar Baldwin Graves (1927), Professor of History, Emeritus
A.B., Haverford College
A.M., Harvard University
Ph.D., Harvard University
LL.D., Haverford College

Walter Norton Hess (1928), Professor of Biology, Emeritus
A.B., Oberlin College
A.M., Cornell University
Ph.D., Cornell University

Thomas McNaughton Johnston (1934), Professor of English, Emeritus
B.S., Washington and Jefferson College
A.M., Tulane University
Ph.D., Duke University

Asa Emanuel McKinney (1928), Professor of Chemistry, Emeritus
A.B., Indiana University
A.M., Indiana University
Ph.D., Cornell University

John Robert Mattingly (1931), Professor of Latin, Emeritus
A.B., University of Chicago
Ph.D., Yale University

Colin Finnie Miller (1955), Professor of Religion, Emeritus
A.M., Glasgow University
B.D., Glasgow University
D.D., Susquehanna University

George Lyman Nesbitt (1930), Professor of English, Emeritus
A.B., Hamilton College
A.M., Columbia University
Ph.D., Columbia University

C. Stanley Ogilvy (1953), Professor of Mathematics, Emeritus
A.B., Williams College
A.M., Columbia University
Ph.D., Syracuse University

Paul Parker (1948), Professor of Art, Emeritus
A.B., University of Illinois
A.M., University of Chicago

Philip Virgilius Rogers (1937), Professor of Biology, Emeritus
A.B., Hamilton College
A.M., Hamilton College
Ph.D., Yale University

Winton Tolles (1947), Dean of the College, Emeritus
A.B., Hamilton College
A.M., Hamilton College
Ph.D., Columbia University
Litt.D., Delaware Valley College
L.H.D., Hamilton College

Mox Arthur Weber (1927), Professor of Physical Education, Emeritus
A.B., Oberlin College
A.M., Columbia University

PROFESSORS

Edwin Blois Barrett (1950), Hamilton Alumni Memorial Professor of English
A.B., Macalaster College
A.M., University of Minnesota
Ph.D., Columbia University

Gregory Joseph Batt (1948), Professor Physical Education
A.B., Colgate University

Russell Thorn Blackwood III (1957), John Steward Kennedy Professor of Philosophy
A.B., Dartmouth College
A.M., Colgate University
Ph.D., Columbia University

Stephen Bonta (1961), Professor of Music
A.B., Yale University
A.M., Columbia University
A.M., Harvard University
Ph.D., Harvard University

Austin Briggs, Jr. (1957), Professor of English
A.B., Harvard University
A.M., Columbia University
Ph.D., Columbia University

Robert Marcellus Browning (1949), Marjorie and Robert W. McEwen Professor of German (on leave, 1974-75)
A.B., William Jewell College
A.M., Princeton University

Ph.D., Princeton University

Thomas Edward Colby (1959), Professor of German
A.B., Hamilton College
A.M., Princeton University
Ph.D., Princeton University

Christopher W. Covert (1966), Director of Admission
A.B., Hamilton College
A.M., Case Western Reserve University

A. Duncan Chiquoine (1966), Stephen Harper Kirner Professor of Biology
A.B., Swarthmore College
Ph.D., Cornell University

Rouben C. Cholakian (1963), Professor of Romance Languages
A.B., Bates College
A.M., Columbia University
Ph.D., Columbia University

Leland Earl Cratty, Jr. (1958), Professor of Chemistry
B.S., Beloit College
Ph.D., Brown University

Donald John Denney (1957), Professor of Chemistry
B.S., University of Pennsylvania
Ph.D., Brown University

David Maldwyn Ellis (1946), P.V. Rogers Professor of American History
A.B., Hamilton College
A.M., Cornell University
Ph.D., Cornell University

John Francis Ellis (1959), Professor of Biology
A.B., Amherst College
A.M., Amherst College
Ph.D., University of Edinburgh

Nicolas John Gerold (1951), Stone Professor of Biology
A.B., Brown University
M.S., Brown University
Ph.D., Cornell University

Franklin Grant Hamlin (1948), Professor of French
A.B., Bowdoin College
A.M., Middlebury College
D.M.L., Middlebury College
Diplome de l'Ecole Superieure des Professeurs de Francais a l'Etranger, Universite de Paris

David Hawley (1954), Professor of Geology
B.S., University of Vermont
M.S., Cornell University
Ph.D., Columbia University

James Franklin Hunt (1946), Professor of Education
B.S., University of Pennsylvania
M.S., Massachusetts State College
Ph.D., Yale University

Donald Maxstadt Jones (1949), Professor of Physical Education
B.S., Rutgers University
A.M., Rutgers University

Edwin Borden Lee (1958), Professor of History
A.B., Duke University
A.M., Columbia University
Ph.D., Columbia University

Otto Karl Liedke (1934), Munson Professor of the German Language and Literature
Berlin Oberrealschule
A.M., Cornell University
Ph.D., Cornell University

Dwight Newton Lindley (1952), Hamilton B. Tompkins Professor of English Literature
A.B., Hamilton College
A.M., Columbia University
Ph.D., Columbia University

Eugene Milton Long (1953), Professor of Physical Education
B.S., State University of New York College at Cortland
M.S., State University of New York College at Cortland

Lawrence Robert McManus (1960), Professor of Biology
B.S., Cornell University
M.Ed., Cornell University
Ph.D., Cornell University

Marcel Ian Moraud (1950), Burgess Professor of Romance Languages (Director, Junior Year in France)
Baccalaureat es Lettres, Limoges
A.M., University of Texas

Licence es Lettres and Diplome, D'Etudes Superieures;
Doctorat d'Universite de Paris

John Nelson Morris (1974), Visiting Professor of English (1st semester 1974-75)
A.B., Hamilton College
A.M., Columbia University
Ph.D., Columbia University

James Penney (1948), Margaret Bundy Scott Professor of Art
B.F.A., University of Kansas

Walter Pilkington (1952), Librarian
A.B., Brown University
A.M., University of Chicago

Donald Brandreth Potter (1954), Professor of Geology
A.B., Williams College
A.M., Brown University
Ph.D., California Institute of Technology

Channing Bulfinch Richardson (1952), Henry P. Bristol Professor of International Affairs
A.B., Amherst College
Ph.D., Columbia University

James Walter Ring (1957), Winslow Professor of Physics
A.B., Hamilton College
Ph.D., University of Rochester

Landon Gale Rockwell (1950), James S. Sherman Professor of Political Science
A.B., Dartmouth College
A.M., Princeton University
Ph.D., Princeton University

Charles Lafayette Todd (1959), Upson Professor of Rhetoric and Oratory
B.S., Hamilton College
A.M., Columbia University

Sidney Wertimer, Jr. (1952), Leavenworth Professor of Economics
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Jay Gomer Williams (1960), Walcott-Bartlett Professor of Ethics and Christian Evidences (on leave, 2nd semester, 1974-75)
A.B., Hamilton College
B.D., Union Theological Seminary
Ph.D., Columbia University

Lawrence Karn Yourtee (1948), Childs Professor of Chemistry
B.S., Washington College
M.S., Georgia Institute of Technology
Ph.D., University of Texas

ASSOCIATE PROFESSORS

John Timothy Anderson (1967), Associate Professor of Mathematics under the Samuel F. Pratt Endowment
A.B., Hamilton College
Ph.D., Duke University

R. Gordon Bingham (1972), Dean of Students
A.B., Middlebury College
A.M., Northwestern University

Norman Ernest Bowie (1969), Associate Professor of Philosophy
A.B., Bates College
Ph.D., University of Rochester

Rand Carter (1970), Associate Professor of Art
A.B., Columbia University
M.F.A., Princeton University
Ph.D., Princeton University

James Steele Allison Cunningham (1968), Associate Professor of Classics under the Edward North Endowment
A.M., University of Glasgow
B.D., University of Glasgow
B.Litt., University of Oxford
A.M., Princeton University
Ph.D., Princeton University

James Bolton Davis (1958), Associate Professor of French (on leave, 2nd semester, 1974-75)
A.B., Williams College
A.M., Middlebury College
Ph.D., University of Pennsylvania

Melvin Becker Endy, Jr. (1966), Associate Professor of Religion
A.B., Princeton University
B.D., Yale University Divinity School
A.M., Yale University
Ph.D., Yale University

George Albert Gescheider (1964), Associate Professor of Psychology
B.S., Denison University
M.S., Tulane University

Ph.D., University of Virginia

Grant D. Jones (1968), Associate Professor of Anthropology
A.B., Florida State University
A.M., Brandeis University
Ph.D., Brandeis University

Robin Bryan Kinnel (1966), Associate Professor of Chemistry
A.B., Harvard University
Ph.D., Massachusetts Institute of Technology

Eugene Lewis (1967), Associate Professor of Government
A.B., Temple University
A.M., Indiana University
Ph.D., Syracuse University

Frederick Wellington MacDonald, Jr. (1966), Associate Professor of Physical Education
B.S., Springfield College
M.S., Springfield College

David Richard Millar (1963), Associate Professor of History
A.B., George Washington University
A.M., George Washington University
Ph.D., Cornell University

Philip M. Pearle (1969), Associate Professor of Physics
B.S., Massachusetts Institute of Technology
M.S., Massachusetts Institute of Technology
Ph.D., Massachusetts Institute of Technology

Robert Simon (1968), Associate Professor of Philosophy
A.B., Lafayette College
Ph.D., University of Pennsylvania

Andrej S. Targowski (1974), Visiting Associate Professor of Computer Science
Ph.D., University of Warsaw

Manfred Von Schiller (1959), Associate Professor of Physical Education
B.S., State University of New York/College at Brockport
A.M., St. Lawrence University

Frederick Reese Wagner (1969), Associate Professor of English
A.B., Duke University
A.M., Duke University
Ph.D., Duke University

Valerie M. Warrior (1973), Associate Professor of Classics
A.B., Cambridge University
M.A., McMaster University
Ph.D., University of London

Warren Earl Wright (1960), Associate Professor of Speech
A.B., Emerson College
A.M., Emerson College
Ph.D., University of Illinois

ASSISTANT PROFESSORS

Robert C. Allen (1973), Assistant Professor of Economics
A.B., Carleton College
M.A., Harvard University

Peter Atwood (1971), Assistant Professor of Mathematics
B.S., Trinity College
M.A., Princeton University

Judith A. Bland (1974), Assistant Professor of Biology
A.B., Thomas More College
M.A., Indiana University
Ph.D., Indiana University

David A. Birnbaum (1974), Assistant Professor of Mathematics
A.B., University of Rochester
M.S., University of Illinois
Ph.D., University of Illinois

Patricia F. Cholakian (1971), Assistant Professor of French (part-time)
A.B., Bates College
A.M., Middlebury College
Doctorat D'Universite de Paris

Northrup Fowler III (1974), Assistant Professor of Mathematics
A.B., Bowdoin College
M.S., Rutgers—the State University
Ph.D., Rutgers—the State University

Stephen Frantzich (1973), Assistant Professor of Government (Director, Semester in Washington, 1st semester, 1974-75)
A.B., Hamline University

M.A., University of Minnesota
Ph.D., University of Minnesota

Joseph Valsin Guillotte (1973), Assistant Professor of Anthropology
A.B., University of Southwestern Louisiana
Ph.D., Tulane University

Michael Haltzel (1971), Assistant Professor of History (on leave 2nd semester, 1974-75)
A.B., Yale University
A.M., Harvard University
Ph.D., Harvard University

Douglas James Herrmann (1973), Assistant Professor of Psychology
B.S., U.S. Naval Academy
M.S., University of Delaware
Ph.D., University of Delaware

G. Bradley Huff (1972), Assistant Professor of Physics
A.B., Hamilton College
M.A.T., Harvard University
M.S., University of Washington
Ph.D., University of Washington

Derek Charles Jones (1972), Assistant Professor of Economics
A.B., University of Newcastle upon Tyne
M.Sc., London School of Economics
M.A., Cornell University
Ph.D., Cornell University

Bruce Kaufmann (1972), Assistant Professor of English
A.B., Grinnell College
A.M., University of Toronto

Robert William Kweit (1974), Assistant Professor of Government
A.B., Syracuse University
M.A., University of Pennsylvania
Ph.D., University of Pennsylvania

Steven J. Lee (1973), Assistant Professor of Chemistry
A.B., Cornell University
Ph.D., University of Rochester

Ivan Marki (1965), Assistant Professor of English
A.B., University of Alberta
A.M., Columbia University
Ph.D., Columbia University

Jeremy Tyler Medina (1968), Assistant Professor of Spanish (Director, Junior Year in Spain, 1974-75)
A.B., Princeton University
M.A., Middlebury College
Ph.D., University of Pennsylvania

Glenn T. Miller (1974), Assistant Professor of Religion (2nd semester, 1974-75)
A.B., University of Richmond
B.D., Andover-Newton Theological School
Th.D., Union Theological Seminary

Peter J. Millet (1968), Assistant Professor of Physics under the Litchfield Endowment (on leave 2nd semester, 1974-75)
B.S., Rensselaer Polytechnic Institute
M.S., Syracuse University
Ph.D., Syracuse University

Thomas Edward Murphy (1970), Assistant Professor of Physical Education
B.S., Springfield College
M.Ed., Springfield College

John Higbee O'Neill (1972), Assistant Professor of English
B.S., University of Wisconsin, LaCrosse
A.M., University of Minnesota
Ph.D., University of Minnesota

Alfrieta V. Parks (1974), Visiting Assistant Professor of Anthropology
A.B., George Washington University
M.A., Princeton University

Gordon Dudley Prichett (1972), Assistant Professor of Mathematics
B.A., Williams College
M.A., University of Wisconsin
Ph.D., University of Wisconsin

Frederick Hull Roth Jr. (1971), Assistant Professor of English
A.B., Yale University
A.M., Columbia University
Ph.D., University of Virginia

David Lawrence Smallen (1972), Assistant Professor of Mathematics and Director of the Hamilton and Kirkland Colleges Computer Center
B.S., State University of New York at Albany
M.S., State University of New York at

Albany
Ph.D., University of Rochester

Lee Seaman Spear (1973), Assistant Professor of Music
A.B., Oberlin College

Annette Linda Stoller (1973), Assistant Professor of English
A.B., City College of the City University of New York
M.A.T., Brown University
Ph.D., Brown University

Richard Peter Suttmeier (1970), Assistant Professor of Government
A.B., Dartmouth College
Ph.D., University of Indiana

Jose Bernardo Tato (1967), Assistant Professor of Spanish
A.B., Camaguey Institute
B.S., Camaguey Institute
LL.D., University of Havana
A.M.,Rutgers—the State University
Ph.D., Rutgers—the State University

James Frederick Traer (1969), Assistant Professor of History
A.B., College of Wooster
A.M., University of Michigan
J.D., University of Michigan
Ph.D., University of Michigan

Jonathan Vaughan (1971), Assistant Professor of Psychology
A.B., Swarthmore College
M.A., Brown University
Ph.D., Brown University

David Roy Edward Wright (1973), Assistant Professor of Art History
A.B., Princeton University
M.F.A., Princeton University
A.M., Columbia University
Ph.D., Columbia University

Hermine Williams (1974), Assistant Professor of Religion (part-time)
A.B., Vassar College
A.M.,Vassar College
Ph.D., Columbia University

David N. Young (1969), Assistant Professor of Russian
A.B., Princeton University
A.M., Columbia University
Ph.D., Columbia University

LECTURER

Joel W. Tibbetts (1970), Lecturer in Religion and College Chaplain
A.B., Swarthmore College
B.D., Vanderbilt University

INSTRUCTORS

Francoise Davis (1971), Instructor in French (part-time)
License-es-lettres, Universite de Bordeaux

F. Ann DuCille (1974), Instructor in English
A.B., Bridgewater State College
A.M., Brown University

Steven J. Heckler (1972), Instructor in Physical Education
B.S., Westchester State College

Germina Lubega (1974), Instructor in Economics
A.B., Vassar College
A.M., Duke University

David Earl Rigsbee (1972), Instructor in English
A.B., University of North Carolina
A.M., Johns Hopkins University

Elizabeth Muir Ring (1968), Instructor in Philosophy (part-time)
A.B., University of Manitoba
A.M., University of Manitoba

Jonathan P. Tittler (1974), Instructor in Spanish
A.B., Hamilton College

Sydna Stern Weiss (1974), Instructor in German
A.B., Vassar College
A.M., Middlebury College
A.M., Princeton University

PART-TIME INSTRUCTORS

Stephen Best, Part-time Instructor in Music (organ, harpsichord and basic piano)
A.B., Syracuse University
M.Mus., Syracuse University

John Flaver, Part-time Instructor in Music (woodwind ensembles)

Shirley Hughes, Part-time Instructor in Education

A.B., Syracuse University
A.M., Syracuse University

Mary Armistead Jones, Part-time Instructor in Music (voice)

M.Mus., Florida State University

The Administration

Office of the President

Samuel Fisher Babbitt, Ph.D., Yale University
President and Professor of American Literature

Carl J. Schneider, Ph.D., University of Wisconsin
Vice President for Research and Evaluation

Dorothy Evans
Assistant to the President/Alumnae Secretary

Susan Van Strander, M.S., Syracuse University
Administrative Assistant

Office of the Dean of Academic Affairs

Catherine Frazer, Ph.D., Yale University
Dean and Professor of Philosophy

Ruth G. Rinard, Ph.D., Cornell University
Assistant Dean and Assistant Professor of History of Science

Virginia Oliver
Assistant to the Dean

Helen H. Haltzel, A.M., Harvard
Director of Critical Languages

Haldon Stimson, M.A., Michigan State University
Audio Visual Coordinator

Office of the Dean of Student Affairs

Jane Leone Poller, M.A., San Francisco College for Women
Dean

Linda Patrick, M.S.Ed., Indiana University
Assistant Dean

Cynthia Allen, M.A., Syracuse University
Counselor, half-time

Comfort Cary Richardson, M.A., Haverford College
Coordinator of Athletic Activities

Office of the Director of Institutional Affairs

William Jamison, Ph.D., Princeton University
Acting Director of Institutional Affairs

Jesse Zellner, B.A., Vanderbilt University
Director of Institutional Affairs (on leave until January '75)

Office of the Director of Development

Donald Braider
Director of Development

Office of Director of Public Relations

Cheryl Daly, B.A., Douglass College, Rutgers Unitersity
Director of Public Relations

Office of the Director of Publications

Rose Marasco, B.F.A., Syracuse University
Director of Publications

Office of Admission

Brigid Cosper, B.A., Oberlin College
Director of Admission

Molly Bartlett, M.A., Stanford University
Assistant to the Director of Admission

Kris Pittman, A.B., Western College
Assistant to the Director of Admission

Katie Hutchinson, B.A., Bryn Mawr College
Assistant to the Director of Admission

Cynthia Allen, M.A., Syracuse University
Admission Interviewer, half-time

Business Office

Donald Conover, B.S., U.S. Naval Academy
Controller

JOINTLY FOR HAMILTON AND KIRKLAND COLLEGES

Palmer N. Fargnoli, M.A., Union College
Registrar

Kenneth P. Kogut, M.Ed., SUNY at Buffalo
Director of Financial Aid

Beatrice Lieberman, B.A., Brandeis University
Director of the Career Center
C. Christine Johnson, B.A., University of Maryland
Director, Higher Education Opportunity Program
Carol A. Bellini-Sharp, Ph.D., Carnegie-Mellon University
Director of Minor Theatre

OFFICES PERFORMING COORDINATE FUNCTIONS

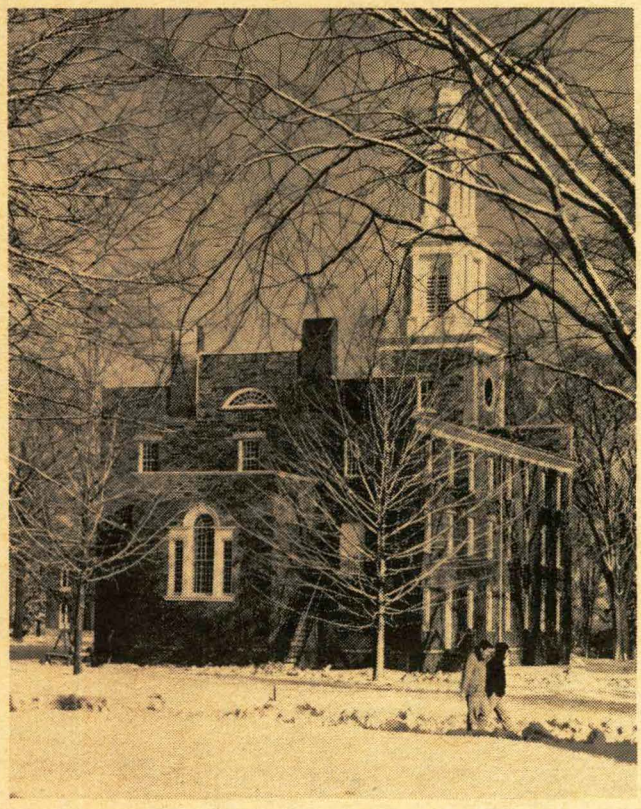
Eugene Lewis, Ph.d., Syracuse University
Provost
Ronald F. MacDonald, B.Comm., McGill University
Controller of Hamilton College
John H. Kreinheder, B.S., Valparaiso University
Director of Planning
Gerald Leuiken, B.A., Temple University
Director of Physical Plant
Robert J. Fauss, Jr.
Assistant Director of Physical Plant
Arthur G. Jewett
Assistant Director of Physical Plant
Charles R. Cormier
Horticulturist
David L. Smallen, Ph.D., University of Rochester
Director of Computer Center
Louis Ouimette
Operations Manager/Computer Center
Lucinda Bingham
Systems Analyst, half-time, Computer Center
Andrew W. Wertz, B.A., Lincoln University
Director of the William M. Bristol Campus Center
David A. Cannamela
Manager of the College Store
Lettie Tourville
Supervisor of the Edward W. Root Art Center

THOMAS BROWN RUDD HEALTH CENTER

Leon M. Roe, M.D., University of Buffalo
Medical Director
William R. Klingensmith, M.D., Northwestern University Medical School
Associate Medical Director
Don T. Muilenberg, Ph.D., University of Missouri
Resident Clinical Psychologist
Dr. Ernest Gosline, M.D., Cornell University
Consultant in Psychiatry
Harold C. Heintz, M.D., Syracuse University
Consultant in Radiology
Murray L. Nusbaum, M.D., Western Reserve University
Consultant in Gynecology
Jeanne Culkin, R.N.
Supervisor
Ellen Conway, R.N.
Nurse
Paula M. Lorraine, R.N.
Nurse
Martha McNeill, R.N.
Nurse
Barbara Faville, R.N.
X-ray and Lab Technician

THE CHAPEL

Joel W. Tibbetts, B.D., Vanderbilt University
Chaplain of Hamilton College
The Rev. Paul Drobin
Newman Chaplain



THE LIBRARY

Walter Pilkington, M.A., University of Chicago
Librarian

Vittoria I. Mondolfo, Dott. Chim., University of Rome
Head of Technical Processes

Frank K. Lorenz, M.L.S., SUNY at Albany
Reference Librarian

Ronald F. Dow, M.L.S., Syracuse University
Assistant Reference Librarian

Keith Washburn, M.L.S., SUNY at Albany
Assistant Reference Librarian

Joan Wolek
Interlibrary Loan Librarian

Helene M. Browning
Circulation Librarian

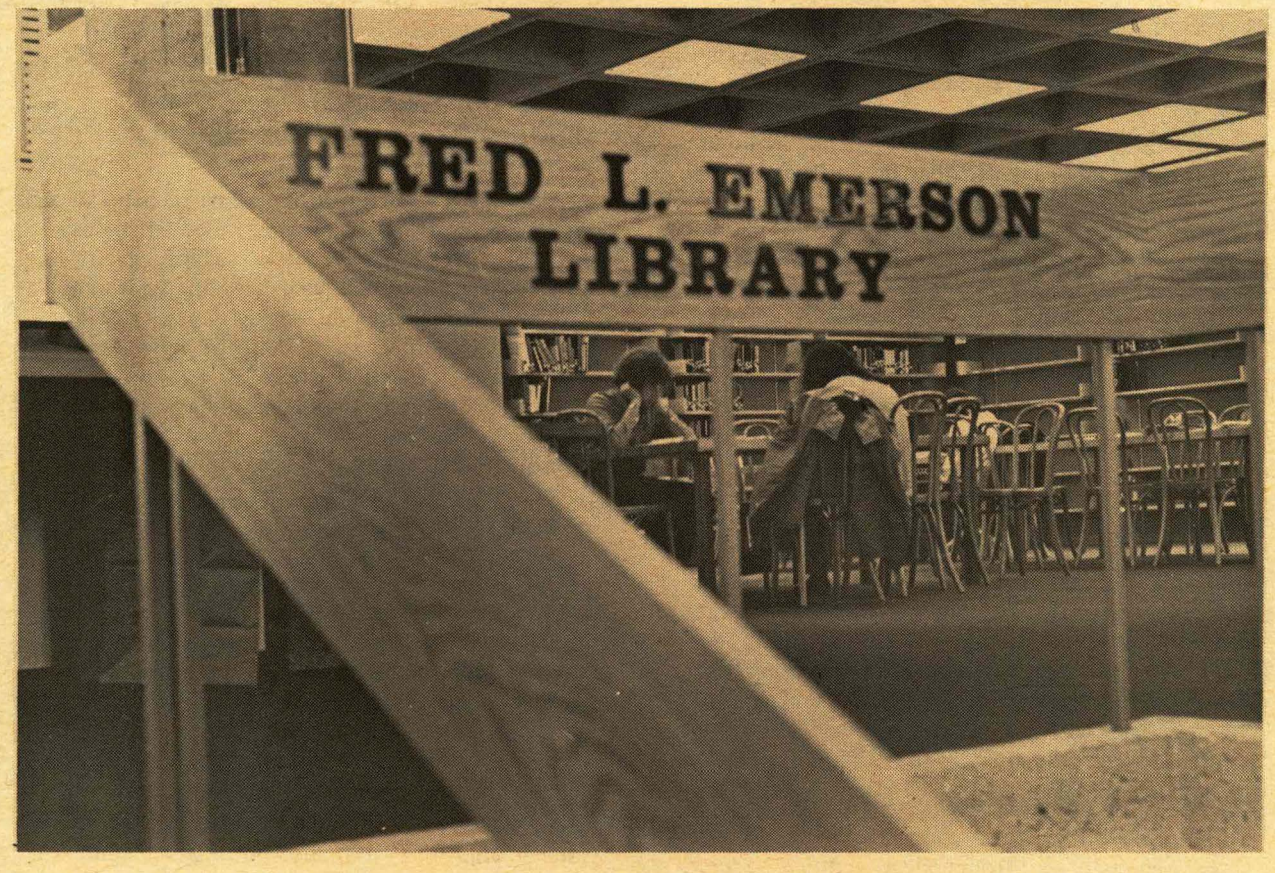
L. Evelyn Canfield
Assistant Circulation Librarian

Abigail Morton
Order Librarian

Ruth Melvin
Serials Librarian

Dorothy D. Buckley
Emerson Librarian

Betty O'Brien
Science Librarian



Rules and Regulations for the Maintenance of Public Order at Kirkland College

The Kirkland College Community is a self-governing academic enterprise incorporated within the terms of a charter from the Regents of the University of the State of New York. This charter places final responsibility for the Community in the hands of the Board of Trustees of Kirkland College. The procedures and statements which follow are those which the Board has approved and which they have instructed the President to institute in the event that the normal programs of the college are disrupted by a person or persons with or without membership in the Community. They are published for the information of the Community and all who come to the Kirkland campus and they are filed with the Regents and the Commissioner of Education in compliance with Chapter 191 of the Laws of 1969 of the State of New York. The fullest possible involvement in the final form of these Rules and Regulations will be sought during the coming academic year from every element of the Kirkland Community. In the event of emendation, changes will be filed in accordance with the law.

I. While vigorously defending the right and practice of responsible dissent on or off campus, and while holding as one of its aims the institution of rational change when required within its Community, the college will not tolerate behavior which has the effect of disrupting the normal educational and related administrative functioning of the institution, its faculty, staff and students.

Behavior shall be considered disruptive of the college's function when it:

a. blocks egress or exit from college facilities, be they buildings, classrooms, offices, or more general areas for activities,

b. renders such facilities unusable through obstruction, destruction or harrassment,

c. prevents any member of the Community or any other person properly present from participating in his or her normal activities on the campus,

d. creates a situation or riot or threatens so to do, or

e. in any way willfully and substantially impedes the college's accepted purposes.

II. The President or his agent specifically designated for the purpose shall be empowered to declare when conduct, in any particular case, shall be considered to be so disruptive as to require the application of these Rules and Regulations. He shall, whenever possible, make such a decision in consultation with the widest available membership of the college community.

III. In the event it has been determined that disruptive behavior is taking place, the following procedures will be implemented:

a. As a matter of first priority, all participants in such disruptive behavior shall be informed when they are considered to be in violation of college regulations as defined in I, above. They shall, at the same time, be asked to cease their disruptive activity within a specified period of time and be told what the consequences of refusal would be. They shall also his invited to meet immediately with the President or the agent at a specified area to discuss the reasons for the disruption.

b. On failure to respond to the above actions within the specified period, the President or his agent may invoke the temporary suspension of any student, faculty or staff member involved and (a) institute proceedings for criminal trespass against any visitor, licensee, etc., or (b) make application for a court order requiring the removal of all participants, or (c) take such other disciplinary or legal action as shall seem advisable to bring the specific incident to an immediate end. To the extent practicable, announcement of this fact shall be made to all participants together with the specification of a further brief interval at the end of which action shall be taken to bring about their removal or the cessation of their disruptive behavior.

c. A decent interval having elapsed, and no compliance being forthcoming, the President or his agent may request the removal of the offenders by Sheriff's officers or State Police.

d. Persons resisting removal by authorized officers of the law would be subject to arrest on those grounds.

Students so involved may be referred immediately to the duly constituted Committee on Student Life of the Kirkland Assembly with an administrative recommendation which may include suspension or permanent dismissal.

Faculty members so involved are subject to dismissal under the college's policies (A Statement of Policy Concerning Appointment, Tenure and Discharge of Faculty) which define disruptive behavior as non-feasance of duty. Their right of review shall be assured by the same policy statement, and in the event that action for dismissal is instituted by the President and that the case is brought to appeal, the results of the deliberations of the Appeal Board shall be forwarded directly to the Trustee Committee on Personnel for final action.

IV. Nothing herein shall be interpreted to limit or impair the right of the President or his agent in the event of grave emergency to request the assistance of local law enforcement agencies, and to take such other action as he may deem necessary.

**This includes trustees, administration, faculty and students. For purposes of this document, "administration" shall be construed as reffering to all non-academic employees of the college.*

Cars on Campus

Student cars on the Kirkland campus are limited to the number of parking spaces available. All cars on campus must be parked in areas designated for that purpose. Those parked in other areas will be ticketed and, if necessary, towed away at the owner's expense.

The limited number of parking spaces available to students will be allotted first to seniors, then to juniors, sophomores, and freshmen. Very few spaces, if any, will be available to sophomores and freshmen, except, of course, for those with physical disabilities.

All cars to be parked on campus must be registered at the Office of Institutional Affairs. Evidence of ownership and insurance is required for registration. the registration fee is five dollars. Unregistered cars cannot be parked on campus. Owners of such cars must take private arrangements for off-campus parking.

If you intend to bring a car to school in September, please inform the Office of Institutional Affairs, Kirkland College, Clinton, New York 13323, before September 1.

Submission of this information does not guarantee one a parking space.

Rooming Procedures at Kirkland

1. All students new to Kirkland will be informed on their rooming questionnaire that they will be expected to live in a double. This will help prevent raising hopes and then causing disappointment to transfers and first-year women. It will also increase the number of singles available to upper-class students.

2. There will be three lotteries in the following consecutive order:
   1. Student Advisors
   2. Students having two or less terms before graduation.
   3. The remaining Kirkland populace.

3. For each lottery the names of the students involved will be placed in a large "pot." An equal quantity of individual numbers will be placed in another "pot." A member of the residence committee will simultaneously draw a name and a number from the two pots. The number drawn with the student's name determines the order in which she makes her choice of room. Those with the lowest numbers will choose before those with the higher ones. An alphabetical list of students with their numbers will be posted in the mail room and outside the Dean's Office.

4. Floor plans will be attached to the windows in the Dean of Students Office. Non-animal dormitories will be clearly marked, as will those rooms assigned for Hamilton students. Students should study the plans and make up a list of first, second, third, and fourth choices.

5. Each student will have a designated time, according to her number, to come to the classroom east of the Red Pit. At her turn, the student will tell the Committee her choice and her name will be immediately written into the appropriate empty space on the floor plan. To facilitate the procedure, students should be organized and equipped with their various choices. Any student unable to come at her proper time should send a reliable friend with a signed permission slip stating her choices.

6. Students may try for *suites* only in groups of 3 or more. The student holding the lowest number in the group may choose the suite and determine whether or not it will have animals. At the time she chooses the suite, the student *must* submit a form listing the people who will move in with her. The forms will be available ahead of time in the Dean of Students' office and must be signed by all who want to live in the suite together. If the lowest number is not low enough to win a suite, the students will have to choose individually, and their order of choice will be determined by the numbers they hold individually.

7. A student living in a double may name a roommate at the time she chooses her room, but she must bring a signed note giving the consent of the prospective roommate.

8. Once students have recorded their decisions they may make no changes until the lottery is *completely over.* Any changes to be made must be approved by the Dean of Students' Office.

NOTICE TO THE KIRKLAND COMMUNITY

From its inception Kirkland College has been committed to the principles of equality of opportunity based on ability for everyone employed by the college, professional and non-professional staff, faculty and administrators, and for students.
In recent years all American institutions have been given a clear mandate to develop specific policies and programs which will assure equal opportunities for all employees and applications recieving Federal aid under legislation enacted by Congress and the State of New York. At Kirkland, we have always believed this to be the right and just thing to do. Further, we believe it is simply good policy.
I, therefore, announce the formal inauguration of a series of administrative actions designed to ensure current and future equality of employment at Kirkland. We will proceed as follows:

(1) We will continue actively to recruit members of minority groups and women as employees and faculty, and will enforce the principles of of reward.

(2) We will pay college staff equally for equal services, will examine the responsibilities of all present non-academic employees, reclassifying their positions if necessary, and compensating them according to their actual responsibilities.

(3) We will, whenever possible, offer all employees opportunities for advancement.

(4) We will inform our sub-contractors and vendors that we are committed to these principles and that we expect them to follow these practices.
The responsibility of American educational institutions to eliminate all discrimination based on sex, race, creed, religion and national origin is a moral and legal imperative. Kirkland College accepts this responsibility out of conviction, and will, to the fullest extent, defend and enforce the principles of equality of opportunity.

Samuel Fisher Babbitt
President

AFFIRMATIVE ACTION PROGRAM FOR KIRKLAND COLLEGE

Preface.
This program is adopted by Kirkland College pursuant to its commitment to the principles of equal opportunity for all minorities and women as reaffirmed by President Babbitt in his statement of November 1st, 1973, which specifically pledges the College to a policy of non-discrimination against any person in employment or in any of its programs because of race, creed, religion, sex, family relationship, age or national origin.

I. Dissemination of Policy

The policy of non-discrimination and equal opportunity shall be communicated to all persons affected by the policy and those who deal with the College. The President's statement of commitment will be posted in public places in the college and distributed by means of official College publications.

A. A copy of the full Affirmative Action Program will be given to each new, potential, and current employee of the College to ensure that all understand the nature of the program and are familiar with its requirements.

II. Employment Practice

A. *Recruiting.* The College will make a deliberate and sustained effort to find, hire and promote minority and women faculty, staff and other employees. To this end, the following procedures and practices shall be instituted.

(1) In developing job descriptions, special attention will be given to requirements for experience, skill and academic attainments to ensure that these requirements do not constitute inadvertent discrimination. Such descriptions will be distributed to all persons involved in the recruitin, screening, and selection process.

(2) The College will advertise all positions to the maximum practicable extent in appropriate professional journals and news media, with special attention to those directed to minority and women's clientele. Advertisements will not express a sex preference except as a bona fide occupational qualification for the position.

(3). The College will notify appropriate local and national minority and women's organizations, agencies and educational institutions of positions open, apprising them of the affirmative action recruiting policy and soliciting applications.

(4) All advertisements and other notices of position vacancies at Kirkland College (whether written or oral) shall convey the fact that the College welcomes the application of women and minority persons and is an affirmative action employer.

(5) Insofar as possible, college search committees will include women and minority members to aid in the location of qualified minority and women candidates for employment.

(6) Qualified persons will be considered for recruitment regardless of geographical location, marital status, family relationship, or number of dependents. Pregnancy or possible pregnancy shall not preclude the consideration of women for employment, admissions, financial assistance, or any other program provided by the College.

(7) A list of minority and women's news media with special journals, and appropriate minority and women's organizations will be maintained and kept current by the Kirkland Human Rights Commission for the use of all persons involved in the recruiting, screening and selection process.

B. *Responsibility for Ensuring Affirmative Recruiting.* The Dean of Academic Affairs is responsible for ensuring adherence to affirmative action principles in the recruitment of faculty. The division chairpersons who recommend appointment to the Dean are required to furnish the Dean's office with a full account of steps taken to recruit minority and women applicants, including advertisements, recruiting letters, telephone calls, applications received, and written explanaton of all cases where minority or women candidates were not offered appointment. In the case of professional staff, administrative positions, and non-professional staff, similar reports will be made to the President by the persons responsible for recruiting.

C. *Compensation and Salary.* Salaries, compensation, and fringe benefits of minority and women employees shall be comparable to those persons with similar qualifications in similar positions. To correct any existing inequities and to prevent inequities in the future the following review practices shall be instituted:

(1) The President shall initiate through appropriate officers of the college an inquiry into salaries of minorities and women in comparison with those of other persons of comparable attainments, experience and quality of performance.

(2) These officers shall report their first findings to the President and the Human Rights Commission by December 1, 1974.

(3) If inequities are found to exist, the President shall incorporate in the next annual budget such adjustments as are necessary to correct these inequities. Adjustments so authorized will be handled in a manner parallel with policy in regard to promotional increases, i.e., outside funds authorized for regular increments in staff or faculty salaries.

(4) Annual reports will be made by December 1 of each year on the compensations for minorities and women and shall include, where appropriate, the same mandate to give priority to necessary adjustments.

(5) The President and the Human Rights Commission will continually monitor for salary and compensation inequities. Where there are apparent inequities but no adjustment is proposed, the reasons therefore will be documented and justified to the Human Rights Commission in a statement.

D. *Employment Benefits.* Since employment benefits comprise a substantial portion of compensation, all possible steps will be taken to ensure that fringe benefits are available to all employees on an equal basis and without discrimination.

(1) *Part-Time Status.* The College distinguishes between two groups of part-time faculty employees: One comprised of persons whose association with the College is expected to be continuing, who have rights to tenure, leaves, and who carry pro-rated responsibilities for committee work, advising, and similar institutional service. The College is committed to securing pro-rated fringe benefits for these part-time faculty members. A second group includes faculty and other personnel whose appointment is considered temporary or whose responsibilities to the College are clearly limited: persons in this group are not eligible for fringe benefits nor tenure.

(2) Student employees are differentiated from other employees of the College by the limitations on their responsibilities and by the accommodation the College makes for them in terms of hours and vacations. They are not eligible for fringe benefits or remuneration proportionate to regular salaries, but their placement in jobs shall be made without restriction based on sex, race, color, creed, religion, national origin or age.

(3) *Maternity Leaves.* It is recognized that existing policy for academic personnel provides for maternity leaves on a nondiscriminatory basis, i.e., it is granted on the same basis as leave for any other temporary disability. This policy shall be extended to all women employees, regardless of marital status. Further, the right of employees of either sex to leave for childrearing purposes is expressly recognized on a non-discriminatory basis.

E. *Nepotism.* Although it is recognized that College policy prohibits discrimination on the basis of family relationship insofar as the appointment of faculty is concerned, this policy is hereby further defined to establish the following nepotism policy for the entire College.

(1) The best qualified persons will be recruit-

ed for all positions in the College regardless of family relationship.

(2) No College employee shall participate in institutional decisions involving the initial appointment or subsequent personnel decisons affecting the status of a relative. Alternative procedures for making such institutional decisons shall be developed to assure consideration based solely on merit.

(3) Family relationships shall not be used as a basis for denying rights, privileges or benefits of regular appointment or regular job status.

F. *Reappointment, Tenure and Promotion.* The College will examine the system for reaching decisions on reappointment, promotion and tenure (including promotion to administrative positions), to ensure that it does not operate to discriminate against minority and women faculty.

The College will move forthwith toward an equitable balance of minorities and women for all positions within the institution, beginning with a program to promote qualified minorities and women from within. Insofar as possible, higher level job openings will be filled by qualified minority and women candidates to achieve compliance with applicable goals and timetables as developed by the college Human Rights Commission. this commission will evaluate the employment status of women and minorities to determine whether inequities exist and to recommend their correction, where indicated.

The College will take all practicable steps to ensure that qualified minorities and women participate in decisions on promotion and tenure. Committees having jurisdiction in matters of reappointment, promotion and tenure wil include representation of minorities and women, wherever possible.

III. Other Internal Relationships

A further requisite of a sound policy of nondiscrimination and equal opportunity is its extension to every day working relationships among the members of the College community, academic and non-academic. Consideration of race, color, creed, religion, sex, family relationship, age and national origin shall not be used by any employee of the College to discriminate against employee or student in the assignment of duties and responsibilities, access to the use of College equipment and facilities, or enjoyment of its benefits and services. The right of each student, faculty member or employee to an unbiased evaluation of his or her academic and non-academic performance is specifically protected by this policy.

IV. The Kirkland Human Rights Commission

To institute and effect the Affirmative Action Program as soon as possible, the President will establish by November 30, 1973, a permanent Kirkland College Human Rights Commission, composed of five members chosen for their concern for better human relations, and their willingness to work actively to achieve it. The Commission will be comprised of 1 student, 2 faculty members, 1 member of the professional staff, and 1 member of the clerical staff. The Dean of Academic Affairs or her representative will sit on the committee, *ex officio,* without vote. The Commission will formulate its own rules of procedure. The Chairman of the Commission will be appointed by the President following selection of all members. Minority group members and women must form a majority in this Commission. Voting members of the Commission shall hold office for two-year terms, except that two of those first selected shall be for one-year terms only.

Selection to the Commission shall be as follows:

Student member—Presidential appointment. Initial term, one year; two years thereafter.

Faculty member—By election at large from the Faculty. Initial term, one year; two years thereafter.

Faculty member—Presidential appointment—Two-year term.

Staff member (Senior)—Presidential appointment—Two-year term.

Staff member (Clerical)—Election-at-large, by clerical staff; Two-year term.

The Commission will execute the duties described throughout this document. Additionally:

(1) The Commission will oversee the Affirmative Action Program by periodically reviewing and analyzing the progress of affirmative action efforts, formulating and revising priorities, on issues relating to minorities and women.

(2) The Commission will serve as a hearing agency for grievances pertaining to matters of discrimination and non-compliance with the Affirmative Action Program. Whenever possible it will seek to negotiate a settlement between the parties concerned. Its function, however, is not judicial. If difficulties do not yield to reasonable negotiation the Commission will advise the complainant about further acton which may be taken, including referral of the case to an appropriate state or federal agency.

(3) The Commission will undertake periodic reviews of the Affirmative Action Program, evaluating its progress and making a report to the College administration and the community. This report will be public.

ANNUAL REPORT TO THE ASSEMBLY: Standing Committee on Academic and Curricular Affairs (SCACA)

Beginning with a resume of the concerns of the past year, SCACA's first annual report to the Assembly will include: a summary of the year's events, highlighting of important agenda items for the academic year 74/75 and suggestions for improving the functioning of the Committee in the overall community government.

Three major items occupied the attention of the Committee this year: Winter Study and the calendar, the student course evaluation questionnaire and curriculum review. We have a varied sense of achievement in each of the three fields.

Our undertaking of a curricular review was largely a failure. After having waded through a complex and time consuming process of interviews last year, we decided to request, this year, a written self-evaluation from each discipline to be queried. We provided an outline of points to consider and a deadline, but made no further stipulations.

According to the pre-established timetable, the Science and Humanities Divisions were to be considered this year. In addition, we requested reports from those Arts and Social Science disciplines which were omitted in the flurry of last year's interviews.

We received responses from Arts and Social Science. Certain of the Arts Division documents will probably require further clarification because they consist of yes/no responses and perhaps over-brief "text" answers. It will undoubtedly be necessary in the future for the Committee to specify exactly what form the response must take; we did not make any suggestions along these lines this year.

Several weeks after the deadline had been reached, it was decided that Science would not submit a report this year because the Division is/was in a state of flux. It will be important to obtain this at some later date.

The report from the Humanities Division has not yet been received.

Taken together the tenor of the responses or non-responses points up the crunch of heavy responsibilities and limited human energies, as well as the possible notion throughout the College that curricular review is ineffective and therefore deserving short shrift. This feeling partly explains why the Committee itself could not/did not apply itself to this major task.

Another year, we would suggest: a December 1st deadline; (Unwittingly we scheduled a deadline that conflicted with fall-semester course planning, a self-defeating move to start with.) utilization of the divisional self-evaluation format with accompanying guides and specifications; strict observation of the established deadline.

We feel as a Committee that curricular review is potentially valuable—both as analysis of existing programs and, when used in conjunction with a document such as the report of the Curriculum Commitee for the Second Decade (CCSD), the ground work for ventures in completely new directions. In short, we think curricular review must be given an adequate chance.

To consider a somewhat more successful endeavor we must look at Winter Study and the calendar. In March, the Committee presented a resolution endorsing a basic policy for Kirkland toward "alternative educational experience," which may or may not have been something resembling Winter Study. Three weeks later, Hamilton's Committee on Academic Policy (CAP) proposed a fairly specific and quite attractive scheme for a new kind of winter term. The Committee, in line with its previous endorsement, responded enthusiastically. We met with CAP to discuss points of agreement and difference. Dean Marcy then enumerated, in a third statement, the "Proposed Kirkland Variation on the New Calendar." It remains for next year's Committee to expand upon this foundation to determine whether or not it is viable-curricularly, coordinately, financially.

An unqualified success and the third area of major concern is the student evaluation questionnaire. The Committee examined, reworded, deleted and added questions—biographical, fixed-response and open-ended—in an effort to elicit more specific responses and to evoke responses, which, when viewed in the context of the entire questionnaire and in comparison to other questionnaires, would provide a more accur-

ate picture of the students' point of view.
Also in connection with the student course evaluations, we had legislation passed in the Assembly making it mandatory for students to complete the form in order to receive notification of credit or a grade in the course, except in cases of independent study or senior project, where the matter was left to the discretion of the individuals involved.
In addition to these three areas, we discussed graduation requirements, independent studies, enrollment limits and senior projects. A great deal of the discussion was aimed at clarification of existing options—faculty and student responsibility, execution, evaluation.
In the case of senior projects, we established a rubric for all those projects involving student teaching. The rationale for creating a special category was many-faceted: Some offerings fall outside the purview of the regular divisions; the opportunities would be more easily published; students could more easily register and the teachers would be comforted to know their courses were actively being made available; record-keeping would also be simplified by having a standard system of notation. The title we created was "Student-led Courses: Senior Projects," keeping in mind that other kinds of student-led courses might become available in the future and could be dealt with similarly.

As for the matter of enrollment limits, we discussed each request individually and passed them as a group. Clearly, some attention must be paid to the matter in the future. Considerations such as: what realistic enrollment limits are at Kirkland; what is lost and what is gained by increasing class-size to accommodate greater numbers of students, especially freshmen; in conjunction with a successful curricular review, areas of great demand should be isolated for special attention.
We also obtained a budget line of $2000 from the Office of the Dean of Academic Affairs, earmarked for the funding of group independent studies undertaken in those areas where no Kirkland faculty member has sufficient expertise to supervise the project. The money would provide only for the importation of an examiner, and could not be used for books, student travel, etc.
During the spring semester, we established a deadline for the adding of a course. Kirkland students may add a course no later than two weeks into the semester, rationale being that too much work and on-going class discussion would be missed if a student were allowed to enter after that point. A similar deadline is under consideration at Hamilton.
Finally, we discussed class schedules. Several were proposed and defeated—largely at Hamilton. The last schedule, accepted by SCACA, has been tabled at Hamilton.
Next year's Committee will most assuredly face some of the same issues. By next fall, we hope to be closer to a full-fledged Kirkland Science program; SCACA will certainly want to work on that. The report of the Curriculum Committee for the Second Decade will have to be examined and acted upon. The proposed Winter Term and new calendar need extensive examination and detailed suggestions for implementation. Again, curricular review must be effected and evaluated.
Having come through the year with this list of triumphs and failures, we are in a good positon to criticize the functioning of the Committee itself. Mention of our experience in this document is absolutely necessary to maintain a sense of the "ongoingness" of the Committee's efforts, especially since the same people will not be involved another year. An overwhelming sense of frustration pervaded the Committee membership. We were trying to educate ourselves, keep abreast of new developments, discuss curricular policy and be teachers and students at the same time. So much "lateral energy" was spent trying to define issues and the proper method of attack that a sense of progress, much less achievement, became increasingly elusive. Toward prevention of another such year, we would suggest:

1) Training sessions. Assembly-wide orientation programs dealing with the "how-tos" of committee operation. Acquainting the members with each other would also be helpful.
2) Year agenda of major topics from the Steering Committee, with rigorous reporting to the Assembly. "Rigorous reporting" means detailed conceptualization rather than broad policy statements.
3) Fuller utilization of the possible sub-committee structure (including the Committee on Academic Coordination), with concomitant relief time for those sub-committees facing major assignments. Relief time, that is, from regular committee duties.
4) Allotment of a daytime meeting hour. If the governance of Kirkland is to be based on the scommittee structure, it must be taken seriously enough to warrant a special time slot for meetings, regardless of Hamilton's delay in accepting the new class schedule.

Retention of two items implemented this year—regular agendas and weekly reports from the Chair and the Dean—would also increase awareness of a broad range of events and discussions. With familiarity and forethought, members are better able to make informed decisions.

May 2, 1974 *Linda S. Martin '74*
Chairwoman

HILL CALENDAR FOR 1974-75

September	5-8	Thurs.-Sun.	Freshman Orientation Program
	8	Sun.	Registration for Upperclassmen Hamilton convocation
	9	Mon.	Fall Semester classes begin 8 a.m.
	15	Sun.	Kirkland convocation
	16	Mon.	Last day to add/drop a course or (HC) exercise pass/fail option
	20	Fri.	Last day to add a Kirkland course
	23	Mon.	Last day to apply for Senior Project (KC) Grants for Fall Semester
October	5	Sat.	Homecoming (HC)
	11-12	Fri.-Sat.	Kirkland Board of Trustees and Parents' and Grandparents' Day
	25	Fri.	Mid-semester Recess begins 12 noon
	30	Wed.	Classes resume 8 a.m. Mid-semester warnings due (HC)
November	4	Mon.	Last day to drop a course without WD on record (KC)
	7-15	Thur.-Fri.	Pre-registration for Spring Semester and Winter Study
	16-17	Sat.-Sun.	Parents' weekend (HC)
	27	Wed.	Thansgiving Recess begins 12 noon
December	2	Mon.	Classes resume 8 a.m.
	11	Wed.	Fall semester classes end 4 p.m.
	12-15	Thur.-Sun.	Reading and Conference period
	16-21	Mon.-Sat.	Final Exams
	21	Sat.	Christmas recess begins 12 noon
January	6	Mon.	Christmas ends, Winter Study begins 12 noon
	29	Wed.	Winter Study ends 12 noon INTERSESSION
February	3	Mon.	Spring Semester begins 8 a.m.
	3-7	Mon.-Thurs.	Conferences for Winter Study (KC)
	7-8	Thur.-Fri.	Kirkland Board of Trustees
	10	Mon.	Last day to add/drop a course or (HC) exercise pass/fail option Last Day to apply for Spring Semester Senior Project Grants (KC)
	14	Fri.	Last day to add a Kirkland course
March	21	Fri.	Spring Recess begins 4 p.m. Mid-semester warnings due (HC)
April	7	Mon.	Spring Recess ends 8 a.m.
	7-11	Mon.-Fri.	Sophomore Concentrations due
	11	Fri.	Last day to drop a course without WD on record (KC)
	15-22	Tues.-Tues.	Preregistration for fall semester
	25-26	Fri.-Sat.	Kirkland Associates Weekend
May	5-10	Mon.-Sat.	Kirkland First Decade Celebration
	9-10	Fri.-Sat.	Kirkland Board of Trustees & Alumnae Weekend
	14	Wed.	Hamilton Class and Charter Day
	16	Fri.	Last day of classes, spring semester
	17-20	Sat.-Tues.	Reading and Conference Period
	21-26	Wed.-Mon.	Final Exams
	30	Fri.	Kirkland Commencement
June	1	Sun.	Hamilton Commencement

Courses

Degree Requirements

Credits. Every candidate for the B.A. degree is required to complete successfully thirty-two semester courses or their equivalent prior to graduation.

Term of Study. A normal period of residence is four years; students who wish to accelerate, or those who require more than four years, should make appropriate arrangements with their advisors and the Dean of Academic Affairs. All students, including transfer students, must be in residence at least two years to qualify for a Kirkland degree. Students not in residence must be taking a leave of absence or a program-in-absentia. The personal leave of absence is granted by the Dean of Student Affairs.

Course Load. The normal course load for students in residence is four per semester. With her advisor's permission, a student may elect a fifth course. There is a fee for all over-elections, except for the first one. (See Fees.)

Winter Study. The Winter study program at Kirkland is designed to encourage the student to take increasing responsibility for the structure of her own education within a framework which sanctions a wide variety of subject matters and types of learning experience. Winter study is an integral, although specialized, part of the College program; its purpose is to help women develop the capacity for continued independent and disciplined work outside the structure of the organized curriculum. By action of the Assembly, each student is required to complete three Winter Study projects. The range of projects possible during winter study (usually the first three weeks of January) allows maximum flexibility. Six options are offered, varying in their degree of supervision. The student should select the one best suited to her individual project and which complements her readiness to undertake independent study.

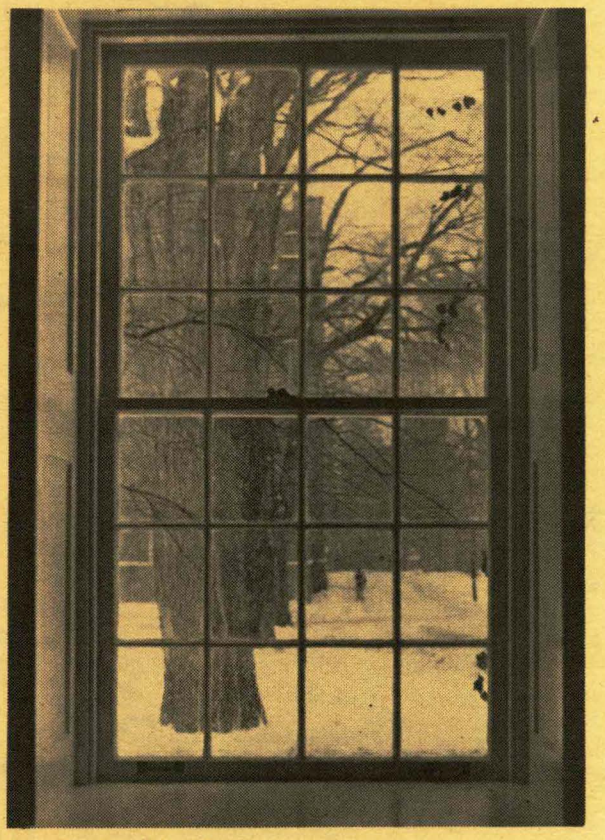
1. Topical Course: In 1974, a group of lecturers and professionals came to Kirkland to address themselves to the topic, "Earning a living—and living, too." In January, 1975, the topic is "Corruption, past and present." Students enrolled in this course are expected to submit papers and/or evaluations. The faculty member directing the course writes evaluations for each participant.
2. Supervised group project: A faculty member or guest of the College supervises and evaluates a group of students who work on the same project.
3. Supervised independent project: A faculty member supervises and evaluates a student-initiated project.
4. Field supervised project: A specialist located off-campus supervises and evaluates field work; credit is determined by the student's advisor.
5. Unsupervised project (group or individual): The student submits a project proposal for approval to a small advising group consisting of a faculty advisor and other students; the project is pursued independently and a self-evaluation is presented to the advising group at the end of the winter-study period. The advising group determines whether or not credit is granted.
6. Hamilton courses or courses offered by other institutions. The student may elect a winter study course offered by Hamilton or another college.

Field of Concentration. Before registration in the spring semester, each sophomore must develop, in consultation with her advisor and other faculty members of her own choosing, a written proposal for her concentration. The proposal should contain an explicit definition of the substantive nature of the proposed concentration, and a tentative list of courses and other studies germane to the program. It is up to the student and her advisor to determine the specific manner in which the requirements of a concentration will be met, within the context of the

type of concentration desired by the student.
There are three types of concentration open to all students:
1. The self-designed concentration that may cut across traditional academic areas within or among divisions, and which is intellectually coherent and responsive to the student's educational goals.
2. The division-sponsored concentration in any of the traditional disciplines or in an interdisciplinary program defined by a divison faculty. Specific requirements for such concentrations are given in the course descriptions for each division.
3. A designated interdisciplinary program with a distinct focus and definition, including specific procedures and requirements. The concentration in American Studies falls within this category.
In all concentrations, it is the responsibility of the student and her advisor to consult as widely as necessary in relation to goals and areas of concern.

Senior Project. The senior project (one or two semesters, or one semester for two credits, depending on the scope and intent of the project and the usual practice of the division of concentration) serves as the logical culmination of the student's academic program. Therefore, it should emphasize independent work, competence in one or more disciplines, correlation of knowledge and clarity of communication. The student and her advisor should plan the project to reflect her major interests, objective and area of concentration as independently as possible in a form which provides the best evidence of the student's ability.
The senior project is to be completed by May 1 of the final year. For a senior project of one semester's duration, the student should submit a written proposal to her advisor two weeks before the semester preceding the start of the project. She should receive divisional approval by February 15.

For a project involving two semesters, the student should submit a written proposal to her advisor during the first week after the opening of the project's first semester. A student contemplating a two-semester senior project may want to consult with her advisor in the spring of her junior year.
A student expecting to graduate in August or January should consult with her advisor about a timetable for her senior-project proposal, divisional approval and completion date.



Academic Advising

Every entering student is assigned a faculty advisor with whom she consults about course offerings, possible fields of concentration, changes of program and other curricular matters, e.g., summer study, study abroad, work/study and field work. When a student has decided on her field of concentration, she will select a faculty advisor in that area. By the time she has preregistered preceding her junior year, every Kirkland student should have an academic advisor who teaches or has substantial background in her chosen field of concentration.
The following guidelines should be followed:
1. If the area of concentration is in a discipline offered by Kirkland, the advisor will be a faculty member teaching in that discipline.
2. If the area of concentration is not part of the Kirkland curriculum, the advisor will be a Kirkland faculty member designated by the Dean of Academic

Affairs to supervise programs in that area.
3. If the concentration is interdisciplinary, the advisor will be a Kirkland faculty member teaching in one of the relevant disciplines. The advisor will, as a matter of course, consult in the student's interest with a representative or representatives of the other disciplines involved.
4. If the concentration is student-initiated, the advisor will be a faculty member whose training and interest in the area are sufficient to make him or her considered a qualified person on the Kirkland campus in that field.
A student is always free to request a new faculty advisor. She should receive the permission of her new faculty advisor before making such a change and notify the Assistant Dean of Academic Affairs of this change.
Each freshman is also assigned a second advisor, an upperclasswoman, with whom she should consult regularly. The student advisor will work closely with the faculty advisor and the Dean of Student Affairs to help the new student adjust herself to life at Kirkland.

Special Programs

Program-in-Absentia. This category of special programs includes all study at other institutions, recognized junior-year-abroad programs, as well as special student study and off-campus work completed during a regular semester or during the summer. The Program-in-Absentia, including the special work to be undertaken, must be approved in advance by the faculty advisor. General regulations for all such programs are:
1. No more than one course per semester may be taken as independent work at Kirkland or Hamilton while the student is not enrolled full time. Students doing work/study may not engage in any independent study simultaneously. (See Off-Campus Work.)
2. No more than one-half of the courses offered for a concentration may be taken in absentia.
3. Credit for academic work undertaken while not in residence will be granted only with the advisor's approval.

Independent Study. Independent study offers to qualified students an opportunity to pursue special interests to a degree not possible in regularly scheduled courses. Whether a student is qualified, and whether she can profit from an independent study project are academic matters to be determined by the faculty advisor and the proposed supervisor of the project, in consultation with the student. The guiding principles are that the proposed independent study project make good educational sense and that it add a dimension to the student's program not regularly available in either the Kirkland or Hamilton curriculum. Students are encouraged to discuss the possibilities of independent study with advisors and other faculty members. Normally, no student will be permitted to register for more than one independent study in any semester, except for the senior year when independent study may be taken in addition to the senior project. There is a limit to the total number of students who can undertake independent study projects during a given single semester, because there is a limit to the number of projects any individual faculty member can supervise at one time. Although independent study projected may take a variety of forms (e.g., supervised reading, a specialized research project, group investigation of a common problem), they share one emphasis: the responsibility of the student for the design and independent execution of the project, with advice and counsel of the supervising instructor who, in turn, is responsible for the final evaluation of the work accomplished. The frequency of meetings between student and advisor will depend upon circumstances and will vary in individual cases. Independent study is not a tutorial. A student who requires frequent sessions with a faculty member, characteristic of tutorials, is probably not eligible for independent study. Advisors and other faculty members will consider this factor when discussing independent study with students.
Registration for independent study is handled in the same way as registration for a regularly scheduled elective, and requires the approval of the advisor and the consent of the faculty member who will supervise the project. Each independent study registration will be considered the equivalent of a regular course in terms of the amount of work required and credit earned.

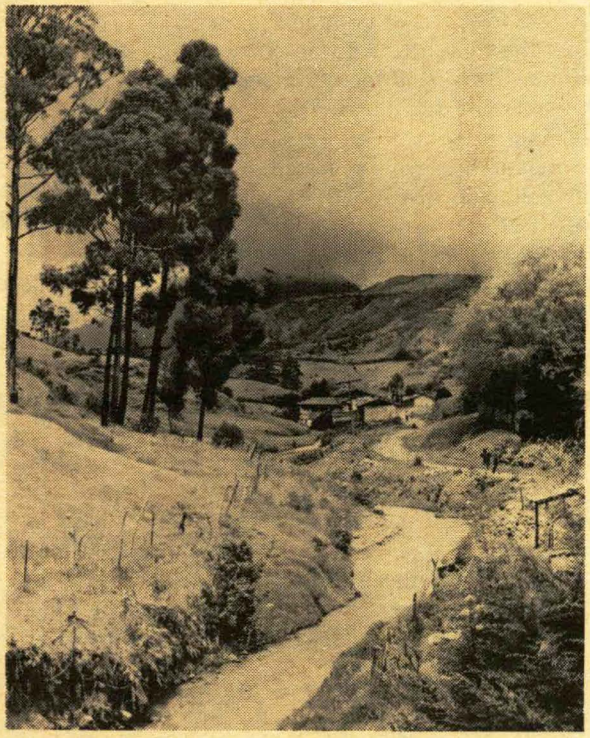
Off-Campus Work. An off-campus work project can be a valuable addition to a student's academic program. Students are encouraged to explore the possibility of doing such work during the regular semester as well as during the summer. Normally, an off-campus work project would be closely allied to the field of concentration or a cognate area. It must be approved by the student's advisor as offering an academically sound supplement to work already completed or in progress in a regularly scheduled course at the College. An off-campus work project may not be used to fulfill the minimum requirements for a concentration. No student may submit toward her graduation requirements off-campus work in excess of the equivalent of six Kirkland courses. In no instance shall the combined credit for off-campus work and independent study exceed the equivalent of eight courses.
There are two acceptable types of off-campus work project:
1. Field work, normally undertaken while the student is otherwise on campus. To be eligible, a student must have completed the freshman year (eight courses) in a manner judged satisfactory by her advisor. Credit equal to one course at Kirkland may be earned for

each field-work project. To merit credit, a field-work project must be considered significant and successful by an on-the-job supervisor who will provide a written evaluation of the undertaking; the student's advisor, and an instructor knowledgeable in the project field must approve both the project and an analytical paper written by the student at the completion of the field-work experience. In all cases, arrangements with advisor and supervisor must be completed before the commencement of the project.

2. Work/study, undertaken while the student is off campus. To be eligible, a studemt must have at least a junior standing and have completed her previous work in a satisfactory manner. Credit equal to three Kirkland courses may be earned for each work/study project. In addition, the student may complete one course at an accredited college in a field other than that of the project during her off-campus semester. No student may pursue more than one work/study project. To obtain work/study credit, the student, her advisor and an instructor with professional experience in the field chosen must agree, in advance of the project's beginning, that it offers the most efficient means of realizing, for the student, a clearly formulated educational goal; the student, her advisor and the instructor must be in clear agreement that the project involves an important educational experience that could not be duplicated on the Kirkland campus; the student must work full time on her project and obtain a written evaluation of her work from an on-the-job supervisor; within four weeks of her return to campus, the student must submit to her advisor and the instructor a detailed analysis and her own evaluation of the extent to which the educational goal originally set has been attained; the final report must be approved by the advisor and the instructor.

Senior Study-in-Absentia. This may be arranged in unusual cases when a student's academic, familial or financial situtaion makes residence detrimental. The senior study-in-absentia must be approved by the student's advisor and the supervisor of the senior project. (See Senior Project.) Periodic visits with the supervisor are necessary, unless absolutely impossible.

Off-Campus Study. One of the kinds of flexibility built into the Kirkland curriculum is the opportunity for a student to spend as many as two of her four undergraduate years in study away from the home campus. The office of the Dean of Academic Affairs provides a list of available foreign-study programs for students who are interested in using some of their time away in a markedly different context. Reputable foreign-study programs sponsored by major colleges and universities are open to students in Europe, Asia and Africa, as well as in areas of the United States which are "foreign" to the student's socio-economic background. Programs vary: some, like the Hamilton program in France, are university-oriented; others are inclined toward community service as well as



education. An example of the latter is the program offered by the Union of Experimenting Colleges and Universities, which includes field-study centers in Appalachia and on Pueblo Indian reservations.

Washington Semester. Students interested in public affairs may wish to apply for admission to the Hamilton Washington Semester, a program designed to give properly qualified students an opportunity to work in a government office during the fall semester. It consists of internships in federal legislative and executive offices, as well as a regular seminar program which requires independent research and writing. Students are assisted in finding internships but are responsible for their own living arrangements in Washington. Admission to the program is competitive. Prerequisites: Junior or Senior standing, and Hamilton course Government 28 (or its equivalent). Further information may be obtained from the Dean of Academic Affairs or the Chairman of the Hamilton Department of Government.

Critical Languages Program. Through its membership in the National Association of Self-Instructional Language programs, Kirkland offers students interested in non-western (and some western) languages the opportunity to begin studying them. Students enrolled in the Critical Languages Program work on their own with taped materials and practice regularly with native speakers. At the end of each semester, progress is evaluated by an examiner who is a specialist in the language. A high degree of motivation and interest is essential. Languages offered for 1974-75: Chinese, Greek, Italian, Japanese, Swahili and Turkish.

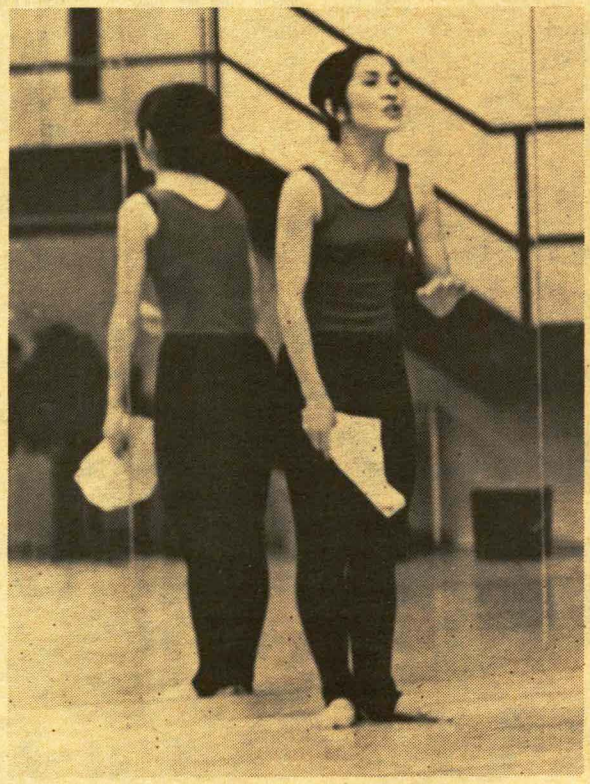
Academic Standing

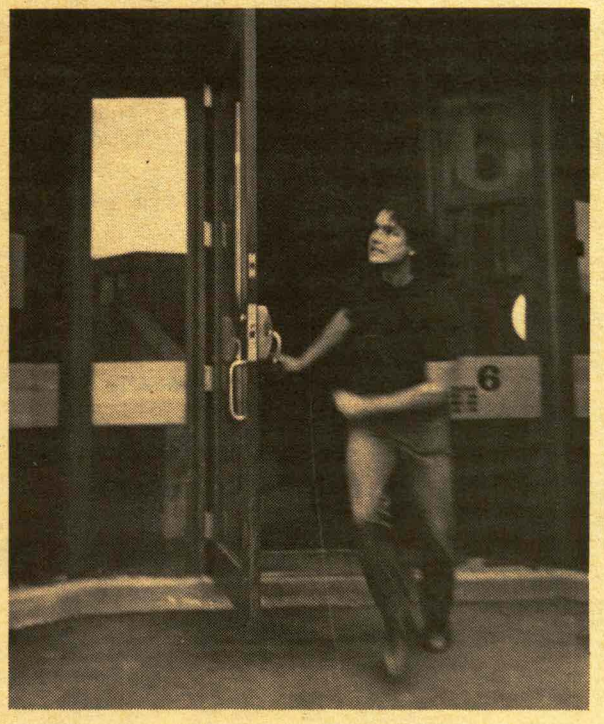
At the end of each term, the Committee on Academic Standing reviews records of students in academic difficulty and recommends appropriate action. A student who is advised to withdraw from Kirkland may request an additional trial semester, if she wishes. Students in difficulty are encouraged to consult their instructor or faculty advisor. The Dean and Assistant Dean of Academic Affairs are also available for consultation at any mutually convenient time.

General Academic Information

Class Attendance. It is an assumption of the College that regular attendance at class and the consequent contact with faculty members is a major means by which the academic program is accomplished. It is a further assumption that a student's failure to attend classes will therefore result in her failure to receive all the College can offer her and will seriously impair he ability to learn all that the course is designed to convey. Because Kirkland's educational philosophy is based on the view that motivated undergraduates will wish to make the most of the available academic programs, full responsibility for class attendance rests with each student.

Responsibility for Information. In the residence halls and other buildings the College maintains bulletin boards on which official notices are posted. It is the responsibility of the student to keep herself





informed, and the College assumes that such postings constitute sufficient notice of changes or initiation of policy or information.

Summer School Transfer Credits. Summer study, including the specific courses to be taken, must be approved in advance by the student's advisor. Credit for successful completion of work done in the summer is determined by the Dean of Academic Affairs. If the summer school issues grades, credit will usually be granted by Kirkland for courses for which the student received a C or better.

Language Requirements and Tests. Recommendations for the study of foreign languages are set by each of the four divisions and may vary from one to the other. See specific statements under Arts, Humanities, Sciences, and Social Sciences. Students wishing to take courses about the elementary level in foreign languages (French, German, Russian and Spanish) are advised to take Hamilton Language Placement exams offered in the fall of every academic year.

COURSES OF STUDY

Kirkland and Hamilton courses are described below. As noted elsewhere, Kirkland's faculty is organized by divisions. Hamilton's arrangement is by discipline. Double-number courses, separated by a hyphen (e.g., 191-192S) are offered for two successive semesters, with the first semester a prerequisite for the second. Double-number courses separated by a comma (e.g., 191, 192) allow either semester to be elected independently of the other. Double-number courses separated by a slash (e.g., 191/191S) allow the same

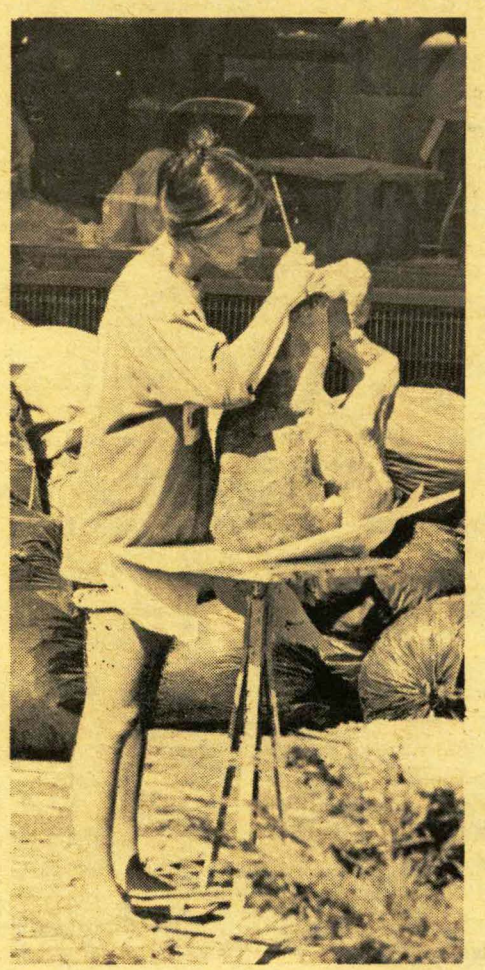
course to be elected for either semester. The letter "S" following the number indicates that the course is offered only in the spring. All other courses are offered in the fall. Except where otherwise indicated, Kirkland's numbering of courses is intended to signify the following:

100's: Introductory in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

200's: Intermediate level. Assumes one or two semesters in the field, or sufficient intellectual maturity and interest to enable students to compensate for lack of formal preparation. Priority for admission: sophomores, juniors, others.

300's: Advanced in approach. Assumes three or more semesters in the field or unusual intellectual maturity, ability or willingness to compensate by extra work for inadequate background. Intended primarily for juniors or seniors. Priority will be given to concentrators in the area, according to class standing.

400's: Most advanced. Intended for seniors and juniors with at least four semesters in the field. Others admitted by permission of the instructor only. Priority will be given to concentrators in the area according to class standing.



Course numbers 199, 299, 399, and 499 designate study initiated by the student: 199 for freshmen, 299 for sophomores, etc. Course number 500 is for senior projects.

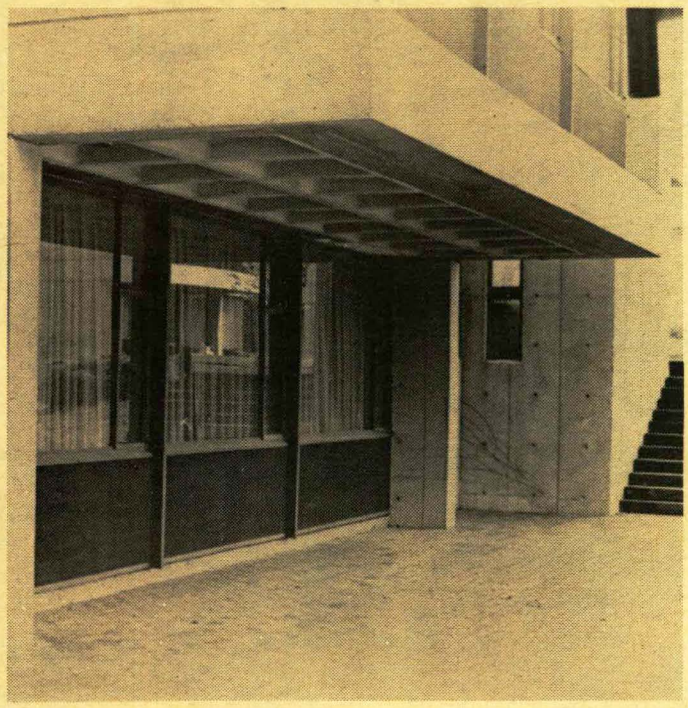
The numbering system for Hamilton courses, though limited to two digits, generally follows the same pattern of increasing difficulty.

If you have any doubts regarding the appropriate class level for you, please consult your advisor, the instructor of the course in question, or the chairperson of the division sponsoring the course.

Freshmen are required to file their preferences for courses with the Dean of Academic Affairs during the summer. However, final registration actually occurs during the first week of the fall semester, when administrative officers and members of the faculty are available for consultation and specialized advice.

The Kirkland Assembly adopted a policy of limiting enrollment in most classes to twenty. The limit was established to preserve the close faculty-student relationship which is central to Kirkland's educational philosophy. Exceptions to this rule are permitted when justified on pedagogical grounds. The specific applications of this principle are stated in the course descriptions. In no case will it be permitted to bar students from courses required for their concentrations.

Cross-registration is encouraged and students should consult the course offerings of both colleges before completing their plans for registration. As a general rule, all courses offered by one college are open to students of the other. Exceptions are noted in the course descriptions.



Kirkland

Arts

The arts program is designed to engage students in intensive participation in the arts. Students are encouraged to develop a vocabulary and proficiency in the languages of image, sound and movement in one or more of the media. The Division is particularly interested in exploring the interrelationship of origins, historical developments and current directions in the arts. Faculty and students will search for new patterns of awareness and productivity in visual, dramatic, literary, musical and choreographic forms.

Concentration Requirements: Students may choose to concentrate in one medium, or they may design an inter-arts program. An inter-divisional concentration may include work in such fields as education, psychology, related science courses, history, criticism or philosophy. For those concentrating in the Division, eight Divisional courses normally are required, plus the Senior Project. A concentration in one art shall consist of:

1. a. a minimum of eight semester courses in the visual arts.
   b. a minimum of eight semester courses in drama including History of Living Theatre and Playscript Analysis or two drama literature courses.
   c. a minimum of eight semester courses in dance which must include two semesters of performance workshop.
   d. a minimum of eight semester courses in music distributed equally between music theory and music history. In addition to these minimum course requirements a music concentrator is expected to actively participate in ensemble performance.
   e. a minimum of six writing workshops plus two courses in literature.
2. A minimum of three semester courses in appropriate cognate areas. For students concentrating in the visual arts, at least two of these courses shall be in the history of art.
3. A Senior Project designed in conference with the advisor, accepted by the Division and involving two semesters of course work. The project may involve public exhibit or performance (listed in each medium as 451-452). The particular courses to be used to satisfy the concentration are chosen by the student and advisor. In each instance the total program is an individual one, and the primary responsibility for its choice rests with the student.

The Division strongly recommends that its concentrators develop reading proficiency in at least one foreign language.

Evaluation in all Arts courses will be based on application, participation in critiques, evidences of progress and, where specified, written work.

Art 101/102. Drawing. Problems in spatial relationships and pictorial composition including line, mass, light and atmosphere, inspired by the human figure. Maximum enrollment 18 because of type of instruction and space. *Mr. Muirhead, Mr. Salzillo.*

Art 105/106. Design. An exploration into visual language, a series of definite projects followed by group criticism. Maximum enrollment 18. *Mr. Muirhead, Mr. Salzillo.*

Art 107/108. 3D Design. An exploration of visual language in three dimensions. A series of projects followed by group criticism. Maximum enrollment 15. *Mr. Dodd.*

Art 111/112. Ceramics I. Introduction to techniques in the use of clay. Traditional wheel, hand-building, and glazing methods, including the creation of glazes at stoneware temperatures. Due to facilities and teaching method employed, class size is limited to 18 students. *Mr. Palusky.*

Art 113/114. Photography I. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras and lighting and darkroom procedures, are studied. No prerequisite. Maximum enrollment 18 because of facilities. *Mr. Boxer, Mr. Liebman.*

Art 115/116. Film Production I. Introduction to motion picture techniques and exploration of animation, documentary, art, educational and theatrical films. Interdisciplinary projects are encouraged. Second semester: further study in the problems of technique form and style. May be repeated for credit at increasingly advanced levels. Enrollment limited to 18 due to nature of equipment. Prerequisite: experience in photography or permission of the instructor. *Mr. Boxer.*

Art 117F. Film Animation. Exploration of how the artist can make use of film time. A studio course for people with some experience in drawing, painting, still photography, graphics or any other aptitude which could be exploited in the making of a personal statement in the art of film. Maximum enrollment 10 because of equipment. Permission of the instructor required. *Mr. Boxer.* (Not offered 74-75.)

Art 119/120. Introduction to the Language of Film. An outline of film grammar, including a cross section of various film forms. Films discussed in relation to assigned readings in theory and criticism. Evaluation based on papers and class discussion. Maximum enrollment 35. Priority: freshmen, sophomores. *Mr. Boxer.*

Art 199. Independent Study. *Faculty.*

Art 201S. Drawing Workshop. An exploration in depth of concepts established in Drawing I. May be repeated for credit at increasingly advanced levels. Class size: 18. Prerequisite: Art 101 or permission of instructor. *Mr. Muirhead, Mr. Salzillo.*

Art 203/204. Painting I. A study of the methods and techniques of oil painting with emphasis on still life, figures and landscape. Maximum enrollment 18. Prerequisite: Art 101, Art 105/106 or permission of the instructor. *Faculty.*

Art 205/206. Printmaking. Concentration in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques, aquatint, and lift ground methods. Students will be expected to participate in group criticisms. Class maximum enrollment 15 to avoid overcrowding of equipment. Prerequisite: Art 101, Art 105/106, or permission of the instructor. *Mr. Muirhead.*

Art 207/208. Lithography. Study of the process of lithography through the techniques of drawing on stone or metal plates and printing in black and white or color. May include relief printmaking and silk screen. Maximum enrollment 15. May be repeated for credit at increasingly advanced levels. Prerequisite: same as for Art 205. *Faculty.* (Not offered 1974-75.)

Art 209/210. Sculpture. Work in clay, plaster, wood, and metal to investigate the relationship of form to the nature of material. Prerequisite: Art 101 or permission of the instructor. Maximum enrollment 15. *Mr. Dodd.*

Art 211/212. Ceramics II. Designed to develop technique in hand-building beyond the introductory level. Glaze assignments at stoneware temperatures and the study of Raku when interests and resources warrant. Critiques on problems of technique and three-dimensional expression. Prerequisite: Ceramics I or permission of the instructor. Maximum enrollment 18. *Mr. Palusky.*

Art 213/214. Photography II. Further development of techniques learned in Photography I. May be repeated for credit at increasingly advanced levels. Maximum enrollment 18. *Mr. Liebman.*

Art 217F. Film Production Workshop. Deeper exploration of the problems of technique, form, and style. May be repeated for credit at increasingly advanced levels. Maximum enrollment 18. *Mr. Boxer.*

Art 219/220. Audio-Visual Workshop. Introduction to the basic audio-visual technology: sound recording, photography, super-eight film, video-tape and the related projection systems. The use of current experiences and materials in the classroom. Emphasis on individual resourcefulness in the application of techniques. Enrollment unlimited. *Mr. Boxer.*

Art 303S. Painting Workshop. An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly advanced levels. Class limit is 18. Prerequisite: Art 203 or permission of instructor. *Mr. Muirhead, Mr. Salzillo.*

Art 299. Independent Study. *Faculty.*

Art 304S. Painting II. A deeper exploration of concepts established in Painting I. May be repeated

for credit at increasingly advanced levels. Maximum enrollment 15. Prerequisite: Art 203 or permission of instructor. *Mr. Muirhead, Mr. Salzillo.*

Art 309/310. Sculpture Workshop. Advanced techniques including welding, casting, carving, work in plastics, or other materials. Maximum enrollment 15. Prerequisite: Art 209 or permission of the instructor. *Faculty.*

Art 311/312. Ceramics Workshop. Exploration of a broad range of glaze color and technique. Problems in the aesthetics of color, and film. Kiln construction. A body of work ranging from functional pottery to abstract ceramic objects will be expected. May be repeated for credit at increasingly advanced levels. Prerequisite: Ceramics II. *Mr. Palusky.*

Art 315F. Photography Workshop. Exploration and expansion of photographic possibilities. Research in photographic sculpture, photographic image as relief, photocollage, photographic mobiles, etc. Suggested materials: plastics, photosensitized fabrics, metals, mirrored surfaces, plywood, masonite, toning materials, etc. Prerequisite: Art 113 and permission of the instructor. Maximum enrollment 10 because of facilities. *Mr. Liebman.*

Art 399. Independent study. *Faculty.*

Art 499. Independent study. *Faculty.*

Art 500. Senior Project. *Faculty.*

Dance 101/102S. Beginning/Intermediate Contemporary. A course in the technique and styles of modern dance. Some training required. A two-semester course. See instructors. *Faculty.*

Dance 103/104S. Jazz I. Technique, style and history. Basic eurhythmics, Luigi technique and Dennis choreography. Eurhythmics: adapted from Mischio Ito's Eurhythmics, develops the coordination and rhythm essential to all dance by relating specific arm positions to jazz movement. *Faculty.*

Dance 111-112S. Basic Ballet. Introductory course in classical ballet. No previous training required. See instructors. *Faculty.*

Dance 199. Independent Study. *Faculty.*

Dance 201/202S. Intermediate/Advanced Contemporary. A continuation in the study of modern dance. Students are required to participate in workshops and a dance concert. See instructors. *Faculty.*

Dance 203/204. Jazz II. Intermediate and advanced levels. A continuation and development of the problems of Jazz I. Prerequisite: Dance 104 or permission of the instructor. *Faculty.*

Dance 211/212S. Intermediate Ballet. A continuation in the study of classical ballet. Previous training required. See instructors. *Faculty.*

Dance 299. Independent Study. *Faculty.*

Dance 305/305S. Choreography Workshop. Study of the principles of dance composition. Creative work in the preparation of a performance. The students will prepare or compose and direct a program of dances with the advice of the faculty. Each student composition will be shown informally, followed by an open group discussion and analysis of works presented. Requirements: Advanced level in either ballet, modern or jazz technique and permission of instructors. Class size: 10. *Faculty*

Dance 311/312S. Advanced Ballet. A continuation in the study of classical ballet, including point work. Students are required to participate in the workshops and dance concert. See instructors. *Faculty.*

Dance 399. Independent Study. *Faculty.*

Dance 499. Independent Study. *Faculty.*

Dance 500. Senior Project. *Faculty.*

Drama 101/102. Introductory Acting. Training in the basic elements of an actor's craft: movement, voice, senses, imagination, improvisation and characterization. Much of the first semester will focus on improvisation. During the second semester, the ensemble will focus on scenes, situations, circumstances, and stage actions. Entry into the second semester with permission of instructor. Maximum enrollment 20. *Mr. Umlas.*

Drama 103/104. Theatre Production. Practice in the conception and design of scripted productions. Group participation in analyzing, designing and mounting one major production each semester, usually under the instructor's direction. Ground plans, elevations, models and plots as well as work on production crews required. Each student in responsible for conceiving and designing a set and/or custumes for a single scene from another script. Emphasis on executing and heightening ideas in the language and techniques of the theatre. **NOTE:** Any student who undertakes a significant responsibility in any production during the semester may apply to have the work counted as partial fulfillment of the requirements of the course. No limit; open both semesters. *Ms. Bellini-Sharp* and *Mr. Umlas.*

Drama 107/108. Theatre History. A workshop for the practical and theoretical examination of major periods in the theatre's history. No limit. *Ms. Bellini-Sharp* and *Mr. Umlas.*

Drama 199. Independent Study. *Faculty.*

Acting 201/202. Acting Workshop. Developing an individual working method. An exploration of physical, vocal, emotional, intellectual and creative resources. Second semester emphasizes scene work, textual analysis, character and scene development. Maximum enrollment 20. Entry into the second semester with permission of the instructor only. *Ms. Bellini-Sharp* and *Mr. Umlas.*

Drama 299. Independent Study. *Faculty.*

Drama 301/302. Directing Workshop. Research and analysis of scripts and design of action to prepare for working with actors. Readings from Appia, Stanislavsky, Meyerhold, Artaud, Brook, Grotowski. First semester: direction of long scenes or short one-act plays. Second semester: presentation of longer works. Prerequisite: four semesters of theatre courses of which at least two must be in acting or permission of the instructor. Entry into the second semester by permission of the instructor. Maximum enrollment 15. *Ms. Bellini-Sharp* and *Mr. Umlas.* Offered alternate years. (Not offered 1974-75.)

Drama 303/304. Advanced Acting. Problems in scene study, action metaphors, voice, characterization and styles with emphasis on individual acting problems. Prerequisite: Acting 101/102 and Acting 202/202S, or by audition. Entry into the second semester by permission of the instructor. Maximum enrollment 15. (Offered even-numbered years.) *Ms. Bellini-Sharp* and *Mr. Umlas.*

Drama 399. Independent Study. *Faculty.*

Drama 499. Independent Study. *Faculty.*

Drama 500. Senior Project. *Faculty.*

Music 101/102. Theory I. Studies in melody writing, employing both familiar and exotic scales; analysis of related musical works. Evaluation based on class participation and regular written assignments. Prerequisite: knowledge of basic music notation. Must not be tone-deaf. Maximum enrollment 12, for pedagogical reasons. Priority: Sophomores, Freshmen, Juniors, Seniors. *Mr. Hartwell, Mr. Heard.*

Music 104S. Electronic Music Studio. Elementary electroacoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. Students will be responsible for the completion of one short project involving elementary composition. For maximum accomodation see below. Admission by permission of the instructor. *Mr. Hartwell, Mr. Heard.*

Music 199. Independent Study. *Faculty.*

Music 201/202. Theory II. Concepts of harmony, couterpoint and form as the natural consequence of the material studied in Theory I. The course will focus on the music of the Baroque and Classical periods. Evaluation as in Theory I. Maximum enrollment 12. Prerequisite: Music 102 or permission of the instructor. *Mr. Hartwell.*

Music 203F. Electronic Music Workshop. Advanced work with the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. Students responsible for the completion of at least one work. For maximum accommodation see next paragraph. *Mr. Hartwell.*

A note on electronic music courses: Students should be prepared to work individually in the studio at least three hours per week, excluding class time. It may not always be possible to arrange this studio time at the student's ideal convenience. The combined registration in Studio I and Studio II—when given concurrently—will not exceed 20 students in any given term. The maximum number of people the studio can accommodate at any one time is 14, including instructor, and for this reason the Studio I course is limited to 13 students.

Music 205F. Composition. Twentieth-century compositional techniques, including notational problems and score preparation. Evaluation based on the increase in ability to structure musical ideas. Maximum enrollment 12. Prerequistiite: Music 102 or permission of the instructor. *Mr. Heard*

Music 206S. Orchestration and Arranging. The instruments of the orchestra: their musical color, range and standard groupings. Idiomatic writing and orchestral transpositions will be stressed. Works for piano analyzed to discover an effective approach to their orchestration. Various styles of orchestration will be considered. Evaluation based on class participation and on the student's own orchestrations. Priority to music majors. Maximum enrollment 12. Prerequisite: Music 102 or permission of the instructor. *Mr. Hartwell.* (Not offered 74-75.)

Music 207F. Theory and Practice of Jazz. Melodic improvisation within a harmonic context. Harmonic extensions, substitutions and typical jazz progressions. Analysis of improvisations by Parker, Davis, Rollins and others from the post-1940 period. Evaluation based on application and evidence of progress. Extensive outside listening and practice will be required. Maximum enrollment 12. Prerequisites: experience jazz improvisation and/or permission of the instructor. Offered occasionally as student interest and ability warrants. *Mr. Hartwell.*

Music 299. Independent Study. *Faculty.*

Music 301/302. Theory Workshop. Advanced studies in the music of the Romantic and Expressionist periods. Stylistic evolution as the result of the interaction between contrapuntal and harmonic aspects in the music of such composers as Schumann, Wagner, Mahler and Berg. Maximum enrollment 12. Prerequisite: Music 202 or permission of the instructor. May be repeated at increasingly advanced levels with permission of the instructor. *Mr. Heard.*

Music 303F. Analysis. Designed to give an understanding of the technical problems inherent in the analysis of music. The variables of formal design (pitch organization, sectional balance, structural and harmonic rhythm, register, timbre and texture), their specific applications and the ways in which they interact, will be demonstrated. This course will not be concerned with stylistic problems *per se,* but rather with an approach to those elements common to all

styles. Evaluation based on classroom participation and regular written assignments. Maximum enrollment 12. Prerequisite: Music 202 or permission of the instructor. (Not offered 1974-75.) *Mr. Heard, Mr. Hartwell.*

Music 399. Independent Study. *Faculty.*

Music 401F. Seminar in Music. Content will be determined jointly by the students and instructor, in response to those needs which the student or the instructor perceives to have arisen during the student's prior musical career. The resulting focus may be integrative studies in the disciplines as a preparation for graduate work, or special topics in music, especially those of an inter-arts nature. Evaluation based on oral reports, participation in critiques, and evidence of progress. Specifically qualified sophomores and junior music majors with permission of the instructor. (Not offered 1974-75.) *Mr. Heard, Mr. Hartwell.*

Music 499. Independent Study. *Faculty.*

Music 500. Senior Project. *Faculty.*

Writing 101/102. Introduction to Creative Writing. An introduction to the fundamental problems of prose fiction and poetry. Enrollment limited to 16, for pedagogical reasons. Order of priority: sophomores, freshmen, seniors, juniors. Evaluation based on quality of work and participation in discussions. *Mr. Rosenfeld* and *Ms. Dewart.*

Writing 201/202. Poetry Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Enrollment limited to 16, for pedagogical reasons. Prerequisite: Permission of the instructor. Evaluation based on the quality of work and participation in discussions. *Ms. Dewart.*

Writing 212S. Prose Fiction Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Enrollment limited to 16, for pedagogical reasons. Prerequisite: Permission of instructor. Evaluation based on the quality of work and participation in class discussions. *Mr. Rosenfeld.*

Writing 301F. Playwriting Workshop A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in playwriting. Informal stagings of scripts. Enrollment limited to 16, for pedagogical reasons. Prerequisite: Writing 212S or permission of the instructor. Evaluation based on the quality of work and participation in class discussion. *Mr. Rosenfeld.*

Humanities

The Humanities Division offers courses in Art History, History, Jewish Studies, Literature and Philosophy. Students may concentrate in any one of these subjects, or they may combine two or more disciplines into a concentration in the Humanities. The Humanities Division also sponsors concentrations in areas in which courses are offered primarily at Hamilton, such as Foreign Languages and Religion. The Critical Languages Program is sponsored by the Humanities Division.

Concentration Requirements: The minimum requirement of all concentrations sponsored by the Division is seven courses and the Senior Project (usually one semester). The specific courses to be used to satisfy the concentration requirements will be determined by the student and an advisor from the Division.

All students taking a concentration in the Humanities are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school should realize that they will very likely be expected to use one or more languages in addition to English in their graduate work.

A student should note that some concentrations require particular courses and/or more than the minumum number of seven.

Cross-Divisional Concentration in American Studies

The interdisciplinary concentraton in American Studies is defined and directed by a coordinate committee composed of two representatives from the Kirkland faculty, two representatives from the Hamilton faculty and a Program Director. Students choosing to concentrate in American Studies should consult the Director of the program or a Kirkland member of the Committee.

The student concentrating in American Studies must expect to do advanced work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the Committee; the program will include American Studies 311, taken no later than the fall of the junior year, and American Studies 491-500.

American Studies 202. The American Pastoral. A survey of writing done by poets, novelists, explorers, native Americans, tourists, natural scientists, and visionaries in response to the physical and metaphysical dimensions of the American landscape. Much of this writing assumes the traditional form of the literary Pastoral: a debate in the consciousness of the writer between Nature and Civilization; between a

"simple" life lived in accordance with the rhythms and laws of a non-man-made world, and a "complex" life which imposes on the natural world the rational order and values of society, science, and art. A wide variety of writings from the 15th century to the present will be read, with major emphasis on the works of Jefferson, Lewis and Clark, Thoreau, Emerson, Whitman, Black Elk, Dickinson, Crane, Hemingway, Faulkner, Frost, and Roethke. Representations of the American Landscape in painting, photography, and music will also be considered. (Same as Literature 202.) *Mr. Hoffa.*

American Studies 299. Independent Study. *Faculty.*

American Studies 301. The Image of the City. By an examination of novels, political tracts, sociological studies and writings of settlement house workers, the course will focus on the variety of ways Americans have sought to condemn, accept or deal with urban problems. Emphasis will be placed on the symbolic role of cities and on ways in which perception of their problem has historically limited available solutions. The course is intended for students who have done advanced work in at least one of the fields relevant to the course. *Mr. Locke.* (Not offered 1974-75.)

American Studies 304S. Heroes and Leaders in America. The concept of national character has been abused and overused by writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of this concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. *Mr. Locke.* (Not offered 1974-75.)

American Studies 311. Introduction to Theories and Methods. An introduction to the theories, methods and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions and cultural forms in American life. The course is required of junior concentrators, and is open to other students with consent of the instructor. *Mr. Locke.*

American Studies 322S. American War Literature: Literature as Historical Source Material. American sources, including fiction, poetry, personal narratives, drama, songs and film, which are concerned with attitudes towards war from the World War I period through the 1950's will be examined in order to derive a sense of persistent attitudes or changing views. Students will be asked to prepare a single project based on conferences with the instructor, and to lead class discussion in that area. Background readings in social history will be required, and preference in enrollment will be given to American Studies, American History and Literature concentrators in that order. Seniors and juniors only; others with prior permission. Evaluation will be based on class contribution and the project. *Mr. Babbitt.*

American Studies 399. Independent Study. *Faculty.*

American Studies 491. Senior Seminar. Application of the theories and methods of interdisciplinary study to selected problems in American life. Students will be asked to develop critical analysis of common readings and an individual project within the topic. Open to senior concentrators in American Studies, other upperclassmen with permission of the instructor. *Mr. Locke.* (Not offered 1974-75.)

American Studies 499. Independent Study. *Faculty.*

American Studies 500. Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite: American Studies 311. *Appropriate interdisciplinary faculty committee.*

Art History

The requirement for concentration in Art History is eight semester courses and the Senior Project.

Art History 101/102S. Survey of the History of Western Art. Fall semester: Prehistoric art to the Late Middle Ages. Spring semester: The Renaissance to the end of the nineteenth century. Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of western art, but to introduce them to an art-historical approach and methodology. Students wishing to take 102 separately must have permission of the instructor. Open enrollment. *Mr. Lieberman.* (Not offered 1974-75.)

Art History 121: Nineteenth Century Painting. A survey of painting from the end of the Rococo period in the mid-eighteenth century through the end of the Post-Impressionist period in the late nineteenth. The major emphasis will be on painting in France, but major figures and movements in England, Germany, and Spain will be considered as well. Open to 40. *Mr. Lieberman.*

Art History 122S. Twentieth Century Painting (same as the course previously numbered Art History 201). A survey of the major directions of 20th-century painting. The primary emphasis will be on Fauvism, Cubism, Expressionism, Surrealism and Abstract Expressionism. The course will be centered primarily on painting in France before the Second World War, and in the United States since 1945, but activities in Italy, England, Germany and Spain will also be studied. This course is designed as a continuation of Art History 121, with which it forms a one-year study of painting from Neo-Classicism to Pop Art. Participation in Art History 121, while recommended, is not a prerequisite for 122. *Mr. Lieberman.*

Art History 131/132S. The Art of Classical Antiquity. The course is designed as a full-year study of antique art, the first semester dealing with Greek art, the second with Roman. During the first semester, the principal consideration will be the creation and refinement of the classical style, and then its Hellenistic elaboration. In the second semester, the Roman modifications of Greek style and the development of Imperial art will be traced. The end of the course will be taken up with a study of the dissolution of the classical style in the late antique period. Students wishing to enter the course at midyear may do so with the consent of the instructor. *Mr. Lieberman.* (Not offered 1974-75.)

Art History 199. Independent Study. *Faculty.*

Art History 212F. The Renaissance in the North. The emphasis will be on painting in the Netherlands, France, and Germany, beginning with the international Gothic style in the late fourteenth century, then following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel, and the school of Fontainebleau in the sixteenth. *Mr. Lieberman.*

Art History 215. Italian Sculpture 1250-1490. The course will trace the stylistic development of sculpture in Italy from the early work of Nicola Pisano to the early work of Michelangelo; that is, through its Gothic and early Renaissance phases. The main emphasis will be on the work of Nicola, Giovanni, Andrea Pisano, Brunelleschi, Ghiberti and Donatello. *Mr. Lieberman.* (Not offered 74-75.)

Art History 222. Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as style will be analyzed, and models of basic structural forms will be built. *Mr. Lieberman.* (Not offered 74-75.)

Art History 241. Twelve Buildings. The course is intended as an introduction to the history of architecture through the consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace, and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. *Mr. Lieberman.*

Art History 258. American Architecture. The course is designed as a survey of architecture in the United States from the earliest colonial times to the mid-20th century. The major topics to be considered are the originals of regional colonial styles, the extent and nature of European influence in the formation of Roman and Greek revival styles, the importance of architectural pattern books for 19th century house design, the skyscraper, and the city. While the course will be organized topologically, careful attention will be given to individual architects, among them Bullfinch, Lafever, Richardson, Sullivan, Wright and Kahn. *Mr. Lieberman.*

Art History 261. American Painting I. The history of painting in America from the earliest colonial examples to the First World War will be outlined. The relationship of American and European painting will be considered in some detail, as well as the problem of the view of American painting as either distinctive or derivative. Preference in registration will be given to American Studies concentrators and students with at least one course in European art. *Mr. Lieberman.* (Not offered 1974-75.)

Art History 262S. American Painting II. A continuation of Art History 261 which is not, however, a prerequisite. The course will trace the history of painting in the United States from the first great American exposure to European "modernism" at the Armory Show in 1913 to the present. The "regionalism" of Benton, Curry and Wood will be studied as well as more "international" movements such as Synchronism, Action Painting and Pop Art. *Mr. Lieberman.* (Not offered 74-75).

Art History 299. Independent Study. *Faculty.*

Art History 302S. See Humanities 302.

Art History 304S. Michelangelo. A detailed survey of Michelangelo's works as architect, painter and sculptor. Enrollment is limited to students who have had at least two semesters of art history. *Mr. Lieberman. (Not offered 74-75.)*

Art History 399. Independent Study. *Faculty.*

Art History 499. Independent Study. *Faculty.*

Art History 500. Senior Project. *Faculty.*

Foreign Languages

A concentration in a foreign language requires at least seven courses above the elementary level and a Senior Project. A concentration in two or more foreign languages will be regarded as a student-initiated concentration, the requirements for which will be established by the student and her advisor.

English 201/201S. Expository Prose. Group and individual instruction directed towards the improvement of those writing skills most essential to college work. Wherever possible, assignment will be designed to meet the student's particular needs and interests. Some attention to the handling of source materials. Please contact Humanities Division chairperson before registering. *Mr. Rabinowitz, Ms. Rupprecht, Mr. Stabenau.*

Language 101-2, 201-2. Critical Languages. A two-year sequence in which several non-western and

western languages may be studied independently, with emphasis on oral proficiency rather than reading comprehension. Students work with taped materials, meet regularly with native speakers in oral practice sessions, and are examined by a specialist at the end of each term. Languages offered for 1974-75 are Chinese, Greek, Italian, Japanese, Swahili and Turkish. Students should consult with the director of the program before registering. Director, *Ms. Haltzel.*

Hebrew 111. Introductory Hebrew. First semester. Fundamentals of grammar, acquisition of vocabulary, brief compositions, readings of simple texts and conversation. All students will be expected to pursue additional hours of laboratory drill and exercise without additional credit. *Mr. Lasker.*

Hebrew 112S. Introductory Hebrew. Second Semester. Prerequisite: Hebrew 111 or equivalent or by permission of the instructor. Continued work in grammar, vocabulary, composition, conversation and the reading of texts. *Mr. Lasker.*

Hebrew 213. Intermediate Hebrew. First Semester. Review and continuation of basic Hebrew grammar and construction. Increased vocabulary and reading skills. Emphasis on simple literature. Prerequisite: Introductory Hebrew, or equivalent. *Mr. Lasker.*

Hebrew 214S. Intermediate Hebrew. Second Semester. Prerequisite: Hebrew 213 or equivalent. Emphasis on written and oral self-expression. *Mr. Lasker.*

History

A concentration in History is broadly conceived to offer students the opportunity to fashion their program according to their particular interests and objectives. The variety of courses available at Kirkland and Hamilton enable a student to include work in American, European and Asian History, and the History of Science. Since the historian studies the recorded expressions of human activity, a History concentration will involve the student in an examination of how the historian thinks, works, and questions. The Senior Project will require one or two semesters, depending on the scope and intent of the project. Students are also urged to develop proficiency in a foreign language or statistics.

History 101. History: Some of its Philosophic Assumptions. This course is designed to acquaint the student with the complexity and richness of historical study. The major work of a single historian will be investigated in depth as the basis of further study of the nature of historiographic problems, the sociological and psychological influences which affect historical writing, and some of the various methods, theories and philosophies of history. *Mr. Marcy.*

History 111. The Creation of Modern Europe. Themes in European history from the end of the Middle Ages to the rise of Absolutism. Topics considered include: the Reformation, the transition from feudalism to the centralized state, the growth of nationalism, and the dividing of Christendom. *Ms. Barazzone.*

History 116S. Utopias as Social Criticism. An historical analysis of utopian thought and literature emphasizing the positive and negative statements utopists have made about their social and intellectual contexts. Extensive readings from a broad selection of utopian authors including Plato, More, Bacon, Swift, Fourier, St.-Simon, Wells, Orwell, Huxley, and Skinner, plus consideration of certain examples of "utopian" architecture. *Mr. Townsend.*

History 123. History and Identity. Students' personal histories and the larger social, political, and economic events of the last two decades frequently intersect in revealing, unsuspected ways. The class will examine a number of these intersections with two goals in mind: to clarify the meaning of personal identity, and to test the limits and possibilities of historical interpretation. Materials will include primary and secondary historical sources, novels, films and student's recollections. Open to freshmen, and on a space-available basis to sophomores. *Mr. Locke.*

History 164S. Introduction to Medieval Society. A thematic survey of European culture and politics from the seventh through fifteenth centuries, with emphasis on the development of relatively uniform religious, social and political structures and attitudes. Exemplary topics: feudalism as a method of government, conflicts over the secular role of the church, and artistic themes as reflective of certain cultural issues. *Mr. Townsend.* (Offered 75-76.)

History 199. Independent Study. *Faculty.*

History 211/212S. Medieval Revival. European society during the height of medieval civilization. Fall semester—the concrete signs of social invigoration: economic revolution, urban renewal, political stabilization and expansion and the social and political effects of ecclesiastical reform. Spring semester—the intellectual, cultural side of this revival: the change in education (cathedral schools and universities), the artistic, literary and philosophical trends of the "Twelfth-Century Renaissance," and the significance of early Gothic architecture. Entire year or either semester, but students wishing to take 212 separately must have permission of the instructor. Limited to 25. *Mr. Townsend.*

History 215. Renaissance Europe. A survey of the economic, political and intellectual nature of the Renaissance beginning in fourteenth-century Italy and moving on to northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of humanism. First-year students must have permission of instructor. Limited to 25. *Mr. Townsend.*

History 216S. The Reformation. An intellectual

history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin and the Catholic Reformation. *Mr. Miller.* (Not offered 74-75.)

History 219. The Rise of France. A history of France from the Middle Ages to the eighteenth century, focusing on the roles of the monarchy and of religious and political conflicts in shaping French culture and nationality. Special emphasis on the internal crises in the period 1420-1660 and on the political and intellectual nature of eighteenth-century France. Open enrollment. *Mr. Townsend.* (Not offered 74-75.)

History 221. Tudor/Stuart England. A survey of the political and religious history of England from 1485 to 1714 with some attention given to intellectual and social-economic changes. The course includes lectures and discussion. It is designed to be of interest to those whose principal study is literature as well as history. Open enrollment. *Ms. Barazzone.*

History 222S. Modern Britain. Survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Open enrollment. *Ms. Barazzone.*

History 231/232S. American Cultural and Intellectual History. A survey of the relationship between ideas and their cultural settings in American history. The course seeks to involve students in an examination of the ways in which Americans have used intellect—in the broadest sense—to cope with threats, challenges and promises of a rapidly changing culture. Some familiarity with American political and economic history is strongly recommended. Two lectures and one discussion group. Evaluation will be based on class participation and on student-designed written work. A two-semester survey: 231 covers colonial times to the Civil War; 232 covers from the Civil War to the present. Preference in registration will be given to sophomores and juniors, and then to others. Students wishing to take 232 separately must have permission of the instructor. Enrollment limited to 40. *Mr. Locke.* (Not offered 1974-75.)

History 245. Intellectual History of Europe I. A survey of important stages in the intellectual history of Europe through the Renaissance, with emphasis on changing theories of human nature and political authority. Extensive work with primary sources (philosophy, theology and literature) in translation. Prerequisite: One semester of history, religion or philosophy. *Mr. Townsend.*

History 246S. Intellectual History of Europe II. An examination of some of the major trends in the intellectual history of Europe. Through analysis of selected primary documents and major works of historical interpretation, the course will survey the Enlightenment, Romanticism, Marxism, Socialism and other significant ideas in the Western tradition. *Ms. Barazzone.*

History 265. The Rise of Germany. A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1919. *Mr. Miller.* (Not offered 74-75.)

History 271. The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. *Mr. Miller.* (Not offered 74-75..)

History 299. Independent Study. *Faculty.*

History 301. Social and Economic Change in Britain, 1688-1850. This seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demography, entrepreneurial skills, commerce and technology, agriculture, and the social consequences of the great changes in these areas. *Mr. Marcy.*

History 311. Medieval Heroes and Heroines. An examination of the causal and parallel relationships between literature, art and society in Medieval Europe, focusing on the portrayal of ideal men and women. Prerequisites: two courses in history and some preparation in literature and/or art history. *Mr. Townsend.* (Offered 1975-76.)

History 324S. Up Against the Wall: The Witch Hunt in America. Case studies of incidents in American history during which real or perceived threats evoked organized responses that almost or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials, the Bavarian Illuminati, anti-Masonry and anti-Catholicism, the Haymarket affair and anarchism, immigration restrictions, the Red scare and the McCarthy phenomenon. Written work will include both short pieces and a longer investigation. Open to juniors and seniors with a background in American history, and to others with permission of the instructor. *Mr. Locke.* (Not offered 74-75.)

History 331. Problems in Nineteenth Century America: The Civil War. The course will focus on the Civil War as a national conflict devoid of the prior ideological justifications common to such wars. It will examine crystalization of regional loyalties and politics, and the nature of unionism before 1860, as well as post-war changes in institutions and society, as a means of identifying the emergence of a peculiarly American sense of nationality toward the latter part of the century. *Mr. Locke.*

History 334S. The Progressive Perplex. An analytic exploration of the period between 1890 and 1914, which one historian calls "the end of American innocence." Broad aims of the course will be to familiarize students with problems of historical materials and historiography relevant to the period.

An intensive seminar, designed primarily for students with some background in American history. Enrollment limited to 15. *Mr. Locke.* (Not offered 74-75.)

History 335. The American as Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles and assumptions of their times. The course will blend biography and social history in order to consider several related problems: the making of reform sensibility, the difference between meliorative or fundamental change, the importance of role and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with consent of the instructor. *Mr. Locke.* (Not offered 74-75.)

History 336S. The Victorians. The course will examine some of the major ideas and concepts which helped shape the Victorian mind as well as investigate the social setting in which these ideas developed. *Mr. Marcy.* (Not offered 74-75.)

History 339. Liberalism in Theory and Practice. An historical examination of the theoretical and practical problems of nineteenth century liberals (Bentham, Mill, Green, *et al*) in reconciling individual freedom and the need for social reform, on issues such as education, social welfare, and judicial reform. Major emphasis will be on England as a "case study" of the issues involved, with some concern for comparative developments on the Continent. *Ms. Barazzone.*

History 346. Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian church each year. Discussion of extensive common reading and reports on student's research and reflection. Preparation in Biblical studies or historical theology is required. (Not offered 1974-75.) Tentative topic for 1976: The Theology of C. S. Lewis and the Inklings. *Mr. Miller.*

History 350. Studies in Medieval and Renaissance Europe. Each year this seminar studies some aspect of early European society from an interdisciplinary perspective: in 1975, the institutional development of the Christian Church from Constantine through the fifteenth century, with close attention to the relative roles of monasteries, bishops, councils, papacy and secular powers. Previous work in religion, sociology or government useful. Tentative topic for 1976: Humanisms of the Twelfth and Fifteenth Centuries. *Mr. Townsend.*

History 380F. Ideas of History. The course, a study in the Philosophy of History, will explore the problems of historical understanding, explanation, objectivity, causation and determinism through examination of some of the major nineteenth and twentieth-century philosophers of history. *Mr. Marcy.*

History 399. Independent Study. *Faculty.*

History 499. Independent Study. *Faculty.*

History 500. Senior Project. *Faculty.*

Humanities

A concentration in humanities is a student-initiated concentration for which the student and her advisor plan a coherent program integrating two or more disciplines from within the Humanities. In order to assure sufficient depth in so broad an undertaking, students and advisors are strongly encouraged to plan a concentration of no less than eleven courses, of which seven should be numbered 200 or above, and a senior project. The student must have an advisor who is a member of the Division. If she is uncertain as to which faculty member would be most appropriate given her interests, she should see the chairman of the Division.

The following are some sample humanities concentrations, listed with appropriate advisor or advisors, where applicable.

Medieval Studies	Prof. Townsend
Renaissance Studies	Prof. Lipmann
Women's Studies	Prof. Rupprecht
Area Studies	
German	Prof. Stabenau
Spanish	Prof. Lipmann
French	Prof. Colby
Russian	Prof. P. Rabinowitz
Asian	Prof. Miller, Prof. Marcy

They are not in any sense intended to be exhaustive, merely to suggest what sort of possibilities exist.

Humanities 101F. Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in Philosophy: the nature of the self, death and existential ideas of choice and freedom. For freshmen and sophomores except by permission. *Ms. Morris.*

Humanities 116F. Utopian Theory and Practice. Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and "alternative futures." *Mr. Roelofs.*

Humanities 223. Death. Philosophical investigation of problems related to death and dying, including analysis of the concept of death, the morality of capital punishment, suicide, euthanasia and abortion, the personal significance of "I will die," and the question of immortality. Enrollment limited to 15. *Mr. Roelofs.* (Not offered 1974-75.)

Humanities 242. Beyond Eden. Feminist Visions of a New World. This seminar is devoted to the discussion and evaluation of selected feminist works which go beyond criticism and analysis of present conditions to propose changes in women's roles and in society. We will attempt to isolate positive ideals of the "new

woman" and to examine claims that women and society can and ought to be changed. Students will be encouraged to consider the implications of these claims in practical as well as theoretical terms. Sophomore standing or permission of the instructor is required. *Ms. Laslie-Kellman.*

Humanities 256. Artist-Scientist. An investigation, from the points of view of two disciplines, of several moments in the history of western thought when art and science were closely allied in terms of their aims or techniques. Among the topics to be considered are organicism in Greek art and science, the relationship between art and mathematics in the early 15th century with the "invention" of single-point perspective, Leonardo da Vinci as artist and scientist, and the influence of 19th century theories of light on the impressionists. *Ms. George, Mr. Lieberman.*

Humanities 266S. Nineteenth Century Germany: The History and Literature. A study of the rise of modern Germany and of German literature from the Enlightenment to World War I, the eras of Frederick the Great, Goethe, Heine, Bismarck, Nietzsche and Mann. This two-credit course will focus on possible connections between historical development and imaginative expression, but full attention will also be given to each discipline in its own terms. One credit may be counted towards a concentration in literature, and one towards a concentration in history. Enrollment limited to 20 students each of whom should sign up for no more than two other courses. *Ms. Colby, Mr. Miller.* (Not offered 74-75.)

Humanities 299. Independent Study. *Faculty.*

Humanities 302S. Painting and Poetry of the Nineteenth Century. An analysis of the relationship between literature, painting and the decorative arts during the nineteenth century, primarily in England. Among the subjects and figures to be considered will be Wordsworth, Constable, Keats, Turner, the Pre-Raphaelite Brotherhood, William Morris and the crafts movement, Swinburne, Ruskin, Pater, Huysmans, Wilde, Beardsley and *art nouveau.* Prerequisites: Two semesters in one of the disciplines, one in the other. This course will count toward a concentration in either Literature or Art History. *Mr. Bahlke, Mr. Lieberman.* (Not offered 1974-75.)

Humanities 399. Independent Study. *Faculty.*

Humanities 499. Independent Study. *Faculty.*

Humanities 500. Senior Project. *Faculty.*

Jewish Studies

The purpose of the Jewish Studies concentration is to give the student an understanding of the Jewish religion, literature, history and thought, and the Hebrew language. To facilitate this goal, each student is expected to complete eight semester courses in Jewish Studies or related fields, and a senior project. Courses should be distributed among the various areas of Jewish Studies: Bible, religion, history and philosophy or thought. Students are expected to pursue one independent study using a Hebrew text of medium difficulty. Senior projects should be devoted to detailed work demonstrating competence in at least one area of Jewish Studies.

Jewish Studies 133. History of the Jewish People in the Middle Ages. *Mr. Lasker.* (Offered 1975-76.)

Jewish Studies 136S. Modern Jewish History. An examination of the position of the Jewish people since the French Revolution. The various trends of Jewish thought—enlightenment, Wissenschaft, religious reform, nationalism, Zionism, socialism, assimilationism—will be analyzed. Other important topics will include the crisis of emancipation, Jews in America, the Holocaust, Jews in Russia, and the emergence of Israel. *Mr. Lasker.*

Jewish Studies 141. Basic Concepts of the Jewish Religion. An historical view of some of the major concepts of Judaism with emphasis on modern interpretations of these ideas. These concepts will be examined in light of the Bible, Rabbinic literature, Jewish philosophy, and mysticism, and how present-day Jews react to these traditional concepts. The sources of denominationism and the differences between the branches of Judaism will also be discussed. Open to 25. *Mr. Lasker.*

Jewish Studies 146S. Jewish Religious Movements. *Mr. Lasker.* (Offered 1975-76.)

Jewish Studies 199. Independent Study. *Faculty.*

Jewish Studies 201. Rabbinic Thought and Literature. *Mr. Lasker.* (Offered 1975-76.)

Jewish Studies 232. Modern Jewish Thought. A critical examination of some of the major Jewish thinkers of the modern age—Mendelssohn, Hirsch, Cohen, Rosenzweig, Buber, Kooh, Kaplan, and Heschel. A comparison will be made with both Medieval Jewish philosophy and contemporary philosophical trends. Both the ideas of each thinker and his place and influence in modern Judaism will be evaluated. *Mr. Lasker.*

Jewish Studies 256. Medieval Jewish Philosophy. An examination of three major medieval Jewish philosophers: Saadiah, Judah Ha-Levi, and Maimonides. Basic problems and trends. Relation to Islamic and Christian philosophy. Prerequisite: Introductory philosophy course. *Mr. Lasker.* (Not offered 1974-75.)

Jewish Studies 281. Jewish-Christian Intellectual Relations. An examination of the ways in which Jews and Christians have related to each other through the ages. The emphasis will be on intellectual aspects, i.e., theological, philosophical issues, rather than on political, economic, or social factors. Polemical and apologetical literature of the different periods will be investigated. The course will attempt to form an understanding of the major differences between the

two religions and what aspects have ameliorated or exacerbated these differences. Prerequisite: one course in Jewish Studies, religion, or philosophy. *Mr. Lasker.*

Jewish Studies 292S. Jewish Philosophical and Mystical Traditions. *Mr. Lasker.* (Offered 1975-76.)

Jewish Studies 299. Independent Study. *Faculty.*

Jewish Studies 399. Independent Study. *Faculty.*

Jewish Studies 499. Independent Study. *Faculty.*

Jewish Studies 500. Senior Project. *Faculty.*

Literature

A student may concentrate in Literature by taking courses in one or more of the following: English, American or foreign literature, either in the original language or in translation. The requirement consists of at least eight semester courses, six of which must be numbered 200 or above (of these, two must be at the 300 level), a Senior Seminar in Literature (numbered 490), and a Senior Project. The Senior Seminar in Literature is usually taken during the fall semester of the student's senior year. If the student will not be in residence during this time, she may (1) ask the instructor's permission to take the course in absentia or (2) take a comparable course at another institution subject to approval by the Literature staff.

A student concentrating in foreign literature may follow the procedure for the senior year as described above, or she may follow whatever procedure is agreed upon between her and her advisor.

Prerequisite for Hamilton English courses: Kirkland students wishing to take English 22 or any higher numbered course at Hamilton must satisfy one of the following prerequisites:

1. Completion of Kirkland Literature 210 or Hamilton English 21.
2. Completion of any two courses at Kirkland.

Literature 101. Reading Poetry. An examination of the many formalizing devices used by poets to make their poems say what they want them to mean. This will entail a brief study of the English language itself, of metaphor and taxonomic violations of syntax, of meter and strophic and stichic forms, and finally of selected historical conventions, and traditions. Its emphasis throughout, however, will be on the thorough and careful reading of particular poems. *Faculty.*

Literature 104S. The Brontes. Readings and discussion of a selection of works of Anne, Emily and Charlotte Bronte, including juvenilia,novels and some poetry. The works will be considered in various contexts: as a reflection of the era in which they were written, as inner biographies of the authors, as an expression of characteristic concerns and conflicts of creative women and as formal structures. *Ms. Colby.* (Offered 76-77.)

Literature 105. Twentieth Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the writers to be discussed will be Joyce, Lawrence, Forster, Faulkner, Evelyn Waugh, Iris Murdoch, Elizabeth Bowen, Flannery O'Connor and Angus Wilson. *Mr. Bahlke.*

Literature 106S. Twentieth Century Fiction: British and Continental. An introduction to the critical analysis of literary texts. Readings will include works by Mann, Gide, Woolf, Conrad, and Faulkner. *Mr. Lipmann.*

Literature 107. Twentieth Century Italian Literature. A selection of prose, drama and poetry in English translation. Readings will include Pirandello's *Six Characters,* Svevo's *Confessions of Zeno,* Bassani's *The Garden of the Finzi-Contini. Mr. Lipmann.*

Literature 110S. The Grotesque in the Short Story. The course will begin with an introduction to the tradition of the grotesque in literature through reading in the short stories of Chekhov and Kafka. The peculiar appropriateness of the short fiction, which in its condensation and concentration leads so readily into the necessary intensity, exaggeration, obsession and distortion, will be explored. Reading will center on several modern American writers: Sherwood Anderson, Nathanael West, Flannery O'Connor, Joyce Carol Oates, James Purdy, Grace Paley. *Ms. Rupprecht.*

Literature 113. Classical Myths—Contemporary Meanings. The course will emphasize Greek and Roman mythology with specific attention to those myths which have reappeared most noticeably in Western European literature. Some reference to Eastern mythologies will be made to stress the mythic perception of experience underlying all early cultural systems. Background in Greek or Latin, though not required, would be helpful since the class will read the myths in their earliest versions whenever possible. *Ms. Rupprecht.*

Literature 115. Introduction to Greek Poetry. This course will study works by Homer, Hesiod, Aeschylus, Sophocles, Euripides, and the Lyric poets. Focusing attention on structural and moral principles, this course will analyze each text both as a unique artistic whole and as part of a self-conscious tradition. In order to compensate for the difficulty inherent in reading poetry in translation, students will be asked to consult several different translations. *Ms. Rabinowitz.*

Literature 116S. American Literature of the 1930's. A survey of writing between the 1929 stock market crash and the bombing of Pearl Harbor in 1941. The course will explore a wide range of novels, plays, essays, and stories. Such authors as Dos Passos, Farrell, Wright, Wolfe, Hemingway, Faulkner, Roth, Steinbeck, and Odets will be read to establish the

style, mood and conscience of the decade. *Mr. Hoffa.* (Not offered 1974-75.)

Literature 118S. American Literature in the 1950's. A survey of selected fiction, drama, and poetry done by American writers in the decade between the Korean and Viet Nam wars. Special emphasis on the relations between historical forces, popular culture, and aesthetic form. Authors studied should include Faulkner, Lowell, Ferlinghetti, O'Neill, Roethke, Ginsberg, Mailer, Updike, Malamud, Wilbur, Bellow, O'Connor, Ellison, Hansbury. *Faculty.*

Literature 143. Conrad. An introduction to the critical interpretation of fiction through a close study of Conrad's major novels and stories. The course is also designed to teach students to organize a body of literature into a coherent whole by recognizing patterns of continuity and development in Conrad's work. *Mr. Stabenau.*

Literature 151. American Fiction After World War II. Four contemporary American novels: *Catch-22* (Heller); *V* (Pynchon); *The Sot-Weed Factor* (Barth); *Slaughterhouse Five* (Vonnegut). This course is designed to develop skill in textual examination and to foster self-reliance in reaching personal, critical positions regarding literary materials. Such positions will be articulated through class discussion and through papers (two short or one of longer length on each book). Evaluation based on level of competency achieved. *Mr. Babbitt.*

Literature 199. Independent Study. *Faculty.*

Literature 200. Introduction to Independent Study. Intended to help students develop their interests into clearly defined goals and projects. Group classes will be combined with individual tutorials. In group meetings consideration will be given to the kinds of questions one can ask about literature and to the kinds of personal and library resources students can use in answering them. Students will pursue topics of particular interest to themselves in tutorials. Emphasis will be upon recognizing the problems and possibilities of chosen topics and recognizing the extent and limits of one's own skills and knowledge. Please consult instructor before registering. *Mr. Stabenau.* (Offered 1975-76.)

Literature 201. Modern American Short Stories. A study of selected twentieth-century American short stories representing both classics and contemporary experiments. Among the writers to be discussed will be Sherwood Anderson, Katherine Anne Porter, Ernest Hemingway, John O'Hara, Flannery O'Connor, Bernard Malamud, John Updike, John Barth and Donald Barthelme. *Mr. Stabenau.*

Literature 202. The American Pastoral. A survey of writing done by poets, novelists, explorers, native Americans, tourists, natural scientists, and visionaries in response to the physical and metaphysical dimensions of the American landscape. Much of this writing assumes the traditional form of the literary Pastoral: a debate in the consciousness of the writer between Nature and Civilization; between a "simple" life lived in accordance with the rhythms and laws of a non-man-made world, and a "complex" life which imposes on the natural world the rational order and values of society, science, and art. A wide variety of writings from the 15th century to the present will be read, with major emphasis on the works of Jefferson, Lewis and Clark, Thoreau, Emerson, Whitman, Black Elk, Dickinson, Crane, Hemingway, Faulkner, Frost, and Roethke. Representations of the American Landscape in painting, photography, and music will also be considered. *Faculty.* (Same as American Studies 202.)

Literature 204S. The American Adam and Eve. Innocence and experience in nineteenth-century American literature. The establishment and growth of the United States seemed to be the beginning of a new order of things in politics and economics. A persistent image or situation in much nineteenth-century writing is that of the individual, free of the past and of civilization, confronting the world anew. This course will study a number of versions of that confrontation. Works will be selected from writings of Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman, James, Chopin and others. *Mr. Stabenau.*

Literature 207. Dante, Boccaccio and Petrarch. Readings will include *The Divine Comedy, The New Life,* selected tales from the *Decameron,* Petrarch's sonnets and a selection of poetry by his followers in the fifteenth and sixteenth centuries. *Mr. Lipmann.* (Not offered 74-75.)

Literature 208S. Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello, O'Neill and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. *Ms. Colby.* (Offered 1976-77.)

Literature 210/210S. Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite for Kirkland students: two semesters of literature *or* one A.P. credit plus one semester of literature *or* one semester of literature and instructor's recommendation. (Same as Hamilton English 21.) Fall semester: *Faculty.* Spring semester: *Mr. Lipmann.*

Literature 211S. Introduction to European Literature. This course is designed to acquaint the student with the broad outline of the development of European literature by means of a selection of characteristic non-fiction lyric, epic and dramatic works from the Middle Ages through the eighteenth

century. Readings will be drawn from such writers as Dante, Chretien de Troyes, Petrarch, Erasmus, Marlowe, Donne, Racine, and Goethe. *Mr. Stabenau.*

Literature 213/214S. Modern Drama. An exploration of the possibilities and limitations of drama as a 20th-century genre. Lit. 214S may be taken separately by permission of the instructor. Fall: Analysis and discussion of selected works by Ibsen, Strindberg, Chekhov and Pirandello. Evaluation of such movements as realism, naturalism and expressionism as expanding or contracting the range of drama and its effectiveness. Spring: Major works by Brecht, Sartre, Beckett, Ionesco and other "Absurdists." Evaluation of the capacity of these works to deal in depth with the intellectual, spiritual and political crises of recent decades. Open to 40. *Ms. Colby.*

Literature 215/216S. National Dramas of the Renaissance. *Mr. Lipmann.* (Not offered 1974-75.)

Literature 217/218S. Introduction to Renaissance Literature. A study of major Continental and English authors, including Petrarch, Erasmus, Castiglione, Rabelais, More, Montaigne, Cellini, Marlowe, Spenser, Cervantes and Shakespeare. The first semester is largely devoted to Humanism, the second to the works of the Reformation and later Renaissance. It is strongly suggested that the course be taken as a sequence. *Mr. Lipmann.* (Not offered 1974-75.)

Literature 221. Wordsworth and Blake. A study of the visionary imagination. *Mr. Stabenau.* (Not offered 1974-75.)

Literature 225/226S. The Afro-American Novel: Impulses Towards Autobiography. The course will center on an effort to create a new dynamic of literary history capable of exploring the complex and unique tradition of the Afro-American novel. Several major works will be read, including the first novel in this tradition—William Wells Brown's *Clotel* (1853), novels of the Harlem Renaissance, and contemporary novels like William Demby's surrealistic *Catacombs* (1965) and Ishmael Reed's comic *Free Lance Pallbearers* (1967). *Ms. Rupprecht.*

Literature 232S. Early American Literature. An examination of the relations between general culture and literary culture in America prior to 1840. Readings will include much material not generally considered "literary," such as diaries, journals, letters and polemical essays, as well as poetry and fiction based on social and aesthetic values out of vogue today. Writers studied will include William Bradford, Samuel Sewall, Edward Taylor, Jonathan Edwards, Benjamin Franklin, Philip Freneau, the "Connecticut Wits," Hugh Henry Brackenridge, Charles Brockden Brown, Washington Irving and James Fenimore Cooper. Previous work in Literature and American History will be of help. *Faculty.*

Literature 235. American Humor. A survey of selected examples of humorous writing in America from the late eighteenth century to the present, with primary emphasis on the development of certain "native" traditions such as "Yankee" humor, "Frontier" humor, platform, newspaper and local-color humor and the effect of these comic traditions on later writers. Throughout, attention will be paid to the theories and principles of comedy. Writers studied will include Irving, Brackenridge, Harte, Twain, Ade, Bierce, Lardner, Faulkner, Thurber and Barth. Students will be asked to keep a journal and to submit at least two short essays. Limited to 30 students. *Faculty.*

Literature 237. Walt Whitman and Emily Dickinson: Open and Closed Form in American Poetry. A study of the corpus of the poetry of both Whitman and Dickinson, with regard to the traditions which can be said to have their beginnings therein, for the larger purpose of discussing the aesthetic possibilities of both open and closed poetic forms. Other poets such as Robinson, Frost, Sandburg, Lindsay, Williams, Moore, Jeffers, and Ginsburg will be considered. *Mr. Hoffa.* (Not offered 1974-75.)

Literature 241. The Detective Story: Tradition and Experiment. The detective story format has provided many writers, both popular and serious, with a basic structure on which to build. Yet it continually receives new life from writers who manipulate conventional elements to produce new aesthetic effects and to argue a variety of political and philosophical positions. This course will survey a broad range of works, from established detective classics to more avant-garde, post-war experiments with the genre. Included will be readings by Sophocles, Dostoyevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, and Cortazar. *Mr. Rabinowitz.*

Literature 244S. English Poetry of the Renaissance and the Twentieth Century. The course will begin with a review of the problems involved in the analysis of poetry. Such aspects of poetry as imagery, metaphor, diction, tone of voice, meter, form, and structure, will be isolated while their function in individual poems will be explored. The models for this part of the course will be drawn largely from sixteenth and seventeenth-century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot and Dylan Thomas. Prerequisite: one semester course in poetry, or consent of the instructor. *Mr. Bahlke.* (Offered 1975-76.)

Literature 251. The Hero as Failure.

Nineteenth-century Russian literature presents a recurring image of a weak male hero unable (intellectually, emotionally, and sexually) to come to terms with a stronger and more adaptable woman. This course will examine this theme in detail, viewing it both as a reflection of Russian attitudes toward love, and as a metaphorical expression of the political frustration faced by enlightened intellectuals in a repressive society. Included will be novels, short stories, plays, and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoyevsky, Chekhov, and others. *Mr. Rabinowitz.* (Offered 1975-76.)

Literature 252S. Women in English Fiction. What is the relation between the novel and the changing social position of women? This course will examine the question from two viewpoints: women's roles in the action of individual novels, and the ways in which such a social change forces novelists to develop new forms to accommodate it. Readings will be drawn from Richardson, Austen, Eliot, Hardy and Woolf. *Ms. Rabinowitz.*

Literature 299. Independent Study. *Faculty.*

Literature 301. Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and selected passages from *Finnegans Wake.* The greater part of the course will be given to *Ulysses.* Enrollment limited to 15. *Mr. Bahlke.*

Literature 303. Modern Poetry. A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot, and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. Limited to 30. *Mr. Bahlke.* (Offered 1976-77.)

Literature 305. Seminar: The Novels of E. M. Forster and D. H. Lawrence. The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels (*Where Angels Fear to Tread, A Room with a View*) will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel.* Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow.* Forster's *A Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth-century literature. Limited to 15. *Mr. Bahlke.* (Offered 1975-76.)

Literature 306S. The Disinherited Mind. European Literature, 1900-1939. This course will study a selection of writers who in various ways felt alienated from the bourgeois civilization of their time, and some of whom were led to develop radically new styles and forms in order to express new modes of consciousness. The reading will include works by Rilke, Benn, Kafka, Apollinaire, Breton, Gide, Eliot, Pound and Edith Sitwell. *Mr. Stabenau.*

Literature 308S. Studies in European Epic. A reading of three major secondary epics—Virgil's *Aeneid,* Tasso's *Jerusalem Delivered* and Milton's *Paradise Lost*—prefaced by the *Iliad.* Problems of genre and literary history will be dealt with explicitly. *Mr. Lipmann.* (Not offered 1974-75.)

Literature 311. Realism. An exploration of this frequently used concept of criticism in particular relation to the nineteenth century and to a selection of British and Continental novels often associated with it. Major works by some of the following writers will be read and discussed: Stendhal, Austen, Flaubert, Dickens, George Eliot, Thackeray, Trollope, Turgenev, Tolstoy, Dostoyevsky. *Ms. Colby.* (Offered 1975-76.)

Literature 312S. Realism. Through a reading of selected major novels from European, British and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of the depiction of reality. The figures to be read will include Henry James, Conrad, Joyce, Gide, Kafka, Camus, Mann and Faulkner. *Mr. Bahlke.* (Not offered 1974-75.)

Literature 321, 322S. Shakespeare. A reading of Shakespeare's plays and poetry, in conjuction with a variety of British and Continental works that will provide thematic, generic, and historical contexts. Fall: Histories and Tragedies. Spring: Comedies and Romances. Freshmen admitted by permission of instructor only. *Mr. Lipmann.*

Literature 327, 328S. Romanticism. An attempt to come to an understanding of Romanticism as an esthetic, religious, philosophical and psychological phenomenon. Continental, British and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe, and Hawthorne. Students are strongly encouraged to take both semesters; admission to Literature 328 by permission of instructor only. *Ms. Colby.*

Literature 331, 332S. Neoclassicism, Enlightenment and Sensibility. A study of European literature of the seventeenth and eighteenth centuries in the context of intellectual history. Although certain philosophical, religious and political ideas will be examined by themselves, emphasis will be on the peculiar form and function of literature as an expression of or response to the intellectual issues of the time. Fall semester, the seventeenth and early eighteenth centuries. Readings will be organized

around such topics as the conflict of faith and secular rationalism, the "geometric spirit" in philosophy and literary form, the idea of order in nature, the battles between reason and enthusiasm, the individual and the social order, and the idea of natural law and universal values. Authors to be read will include Corneille, Racine, Hobbes, Locke, Dryden, Congreve, Descartes, Boileau, Bunyan, Swift, Pope and Montesquieu. Spring semester, the later eighteenth century. Readings will be organized around such topics as the development of a new sense of personality, the conflict between individual and society, the relationship of reason and feeling in thought and conduct, the fantasy of primitivism, faith in the progress of enlightenment, and the development of a new sense of the historicity of man. Authors to be read will include Richardson, Fielding, Sterne, Lessing, Schiller, Goethe, D'Alembert, Diderot and Rousseau. *Mr. Stabenau.* (Not offered 1974-75.)

Literature 334S. Henry James and Samuel Clemens. An examination of selected stories and novels of each writer. Some emphasis will be placed upon biography and criticism, in an attempt to understand how and why these two writers, contemporary with each other, developed writing and personal styles so diverse. The situation of the American writer from the "Gilded Age" to the first World War will be discussed. Students are asked to have good general knowledge of both nineteenth and twentieth-century American literature, and of the art of fiction. *Mr. Hoffa.* (Not offered 1974-75.)

Literature 335. Seminar: The Poetry of D. H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of the salient characteristics of each one's work, and thus the underlying similarities and differences between the two. It is recommended that a student electing this course have had at least one course in poetry previously. Enrollment limited to 15. *Mr. Bahlke.* (Offered 1975-76.)

Literature 336S. Ezra Pound and Wallace Stevens. An explication of their major poetry which will involve not only close textual analysis but also consideration of the public roles and private lives of each poet. Students should bring to the course some experience in the close reading of poetry as well as an awareness of English and European literary history. *Faculty.*

Literature 338S. The Comedy of Terrors. Paradoxically, some of the starkest visions of the human condition are presented in comic terms. This course will examine the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the different reasons (psychological and philosophical) why writers have been attracted to this device. Readings will include works by Shakespeare, Gogol, Dostoyevsky, Twain, Nathanael West, Nabokov, Ayme and others. *Mr. Rabinowitz.*

Literature 399. Independent Study. *Faculty.*

Literature 495. Senior Seminar: Comedy. The course will consider the mode of comedy in drama from historical and theoretical points of view. We will read major works of comedy, including plays by Aristophanes, Shakespeare, Ben Jonson, Moliere, Shaw, and Beckett; critical works of Northrop Frye, C. L. Barber, Freud and Bergson will also be examined. Open to Hamilton Senior Concentrators. *Mr. Lipmann.*

Literature 496. Senior Seminar: Perspectives in Criticism. An examination of the historical formalistic, sociocultural, psychological and mythopoeic methods of literary criticism. The course will focus on the writings of a selected number of poets and novelists and on the various critical responses which have been made to their work. The method will be inductive, starting with particular poems and novels and working toward more comprehensive critical positions. Some aesthetic and literary theory will be read. Probable authors will include Donne, Whitman, Stevens, Austen, Dickens, James, Hawthorne, and Faulkner. *Mr. Hoffa.* (Not offered 74-75.)

Literature 499. Independent Study. *Faculty.*

Literature 500. Senior Project. *Faculty.*

Philosophy

Purposes of the concentration in Philosophy are: to gain skill in the use of logical argument and in the use of philosophical methods of clarification, criticism and organization of discourse; to become acquainted with the most important systems of thought in the History of Philosophy; and to gain a balanced understanding of the central problems of metaphysics, ethics and epistemology. A concentration in Philosophy consists of eight courses in addition to the Senior Project. Students concentrating in Philosophy must include one semester of logic (Kirkland Philosophy 141 or Hamilton Philosophy 23) and a year course in the History of Western Philosophy (Hamilton Philosophy 21-22). Since the latter is a prerequisite for many upper-level courses, it should be taken in the sophomore year. It is strongly recommended that concentrators include in their programs a semester each of contemporary analytic philosophy, phenomenology and existentialism, ethics and theory of knowledge. The Senior Project, a one-semester independent study, should reflect a specific focus of interest within the field of concentration. Note: Not more than one of the Kirkland courses numbered Philosophy 140 and below may be counted toward a concentration in Philosophy.

Philosophy 102S. Introduction to Philosophy. An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of perceptual claims, the existence of other minds, freedom of the will, and the possibility of moral knowledge. The approach will be analytical rather than historical or existential; considerable stress will be placed on the logical and linguistic techniques characteristic of recent British and American philosophy. *Mr. Roelofs.* Students may not receive credit for both Philosophy 11 and Philosophy 102.

Philosophy 114S. Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger and others. For freshmen and sophomores, except by permission. *Ms. Morris.*

Philosophy 141F. Logical Reasoning. An introduction to deductive and inductive reasoning, beginning with consideration of commonly used informal arguments and moving to a study of more formal theories of valid inference. Special attention will be given to the motivations for developing formal theories of deduction and induction, and to the adequacy of these theories for capturing our intuitive conceptions of logical patterns of reasoning. Open Enrollment. *Ms. Laslie.*

Philosophy 142S. Philosophy of Science. A philosophical investigation of some questions about the nature of scientific methodology: Are there any patterns which scientific inference and explanation do, or ought to, follow? Is there a logic of discovery? What roles do theories play in science? Readings will be selected primarily from contemporary writing in the philosophy of science; and the course is concerned with evaluation of attempts to characterize the methodology of science in an a-temporal, rather than an historical manner. *Ms. Laslie.*

Philosophy 199. Independent Study. *Faculty.*

Philosophy 208S. Theism and Atheism. Philosophical discussion of the classical proofs of the existence of God, together with several counterproofs. Attention will also be given to recent doubts concerning the usefulness of theological discourse. May not be taken for credit by students who have already taken Hamilton Philosophy 41 or Religion 41. *Mr. Roelofs.*

Philosophy 211. The Problem of Evil. The problem of evil has been posed as follows: If God is good, then He must wish to abolish Evil. If He is omnipotent, then He must be able to abolish evil. Evil exists, however. Therefore, God cannot be both perfectly good and omnipotent. Classical and contemporary sources, both theistic and nontheistic, will be used. *Ms. Morris.* (Not offered 74-75.)

Philosophy 214. Philosophical Foundations of Democracy. Reading and discussion of important classical works, including Locke's *Second Treatise.* Rousseau's *Social Contract,* Mill's *On Liberty.* Particular attention is given to the nature and justification of freedom, the purposes of political affiliation, the function of law and the conditions under which revolution is justified. *Ms. Morris.* (Not offered 74-75.)

Philosophy 219F. Introduction to Ethics. An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle,Mill, Kant and selected contemporary moral philosophers. *Mr. Roelofs.*

Philosophy 220. Contemporary Moral Issues. A philosophical investigation of some current controversies regarding individual conduct and public policy. Topics to be covered include: the abortion controversy, sexual perversion, homosexuality and the law, set within a wider examination of legal moralism; equal rights and compensatory hiring; a critical examination of the institution of marriage. *Mr. Roelofs.*

Philosophy 222S. Aesthetics. Clarification of some of the principal contemporary philosophical issues concerning the nature of the aesthetic experience and the nature and function of the work of art. In the spring of 1975, special consideration will be given to the art of film; attention will be given, for example, to the nature of cinematic space and time, the nature of film symbolism, and realism, unrealism and surrealism in film. In addition to the regular meetings for discussion of philosophical readings, students will be asked to participate in meetings with artists and teachers who represent various forms of art, and to attend films and other types of artistic events. *Ms. Morris.*

Philosophy 234S. Plato. A study of the major dialogues with special emphasis on *The Republic. Ms. Morris.*

Philosophy 249. Kierkegaard and Nietzsche. These 19th-century thinkers are considered to be among the most important forerunners of the existentialist movement. Selected basic works will be examined comparatively and critically. *Ms. Morris.* (Not offered 1974-75.)

Philosophy 255. Concept of the Person. Application of the techniques of philosophical analysis to some psychological theories of man. Claims made by B. F. Skinner, Freud and Piaget will be clarified and discussed critically. Prerequisite: one course in either philosophy or psychology, or permission of the instructor. *Ms. Morris.*

Philosophy 299. Independent Study. *Faculty.*

Philosophy 300S. Foundations of a Philosophical Viewpoint. This seminar will take a systematic look at what is involved in developing a consistent and adequate philosophical viewpoint which will provide

the framework for an individual's own "educated perspective" on the world. Open to seniors from any field. Readings, discussion topics and final paper to be determined according to each student's field of concentration. *Ms. Frazer.*

Philosophy 320S. Punishment. Among the topics to be covered are an analysis of the concept of punishment as distinguished from from other forms of ill treatment, the need for a justification of punishment, and arguments from classical and contemporary writers who attempt to provide such justification or to show that the alleged justifications fail. Evaluation of a student's work in this course is based on contributions to discussion and on three short papers. Prerequistite: a course in ethics or permission of the instructor. *Mr. Roelofs.*

Philosophy 329F. Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected for the most part from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre and Merleau-Ponty. Prerequisite: one year of History of Philosophy or permission of instructor. *Ms. Morris.*

Philosophy 334. Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one or more of his brief early works will also be discussed. Prerequisite: one year of History of Philosophy or permission of instructor. *Ms. Morris.* (Not offered 1974-75.)

Philosophy 335. Heidegger. A seminar for the student who wishes to understand the more difficult of Heidegger's writings. Most of the semester will be spent on *Being and Time.* Prerequisite: one year of History of Philosophy or permission of the instructor. *Ms. Morris.* (Not offered 1974-75.)

Philosophy 341. British Empiricism. An intensive study of works by Locke, Berkeley and Hume. Prerequisite: a year of History of Philosophy or permission of instructor. (Not offered 1974-75.)

Philosophy 342. Kant. Reading and discussion of selected writings of Immanuel Kant, including the full text of the *Critique of Pure Reason,* together with recent commentaries. The course will be conducted as a seminar, each participant being expected to present up to three substantial papers. Prerequisite: a year course in the History of Philosophy. Enrollment limited to 10. *Mr. Roelofs.* (Not offered 1974-75.)

Philosophy 361. Inductive Logic. Discussion and evaluation of some contemporary views on the nature and logic of scientific inference, with particular emphasis on the Goodman paradox, and on the frequency, logical and subjective approaches to inductive probability. The course will be conducted as a seminar, with students encouraged to present papers on topics covered in the seminar. Juniors and seniors only, except with permission of instructor. Prerequisite: some facility with symbolic notation as acquired from pervious work in formal logic, mathematics, or statistics. *Ms. Laslie.* (Not offered 1974-75.)

Philosophy 362S. Foundations of Mathematics. An introduction to some formal results of taking first-order logic as the basis of mathematics. Topics covered will include the completeness of first-order logic, recursive functions and computability, Church's Thesis, and Godel's incompleteness theorems. Special attention will be given to consideration of Godel's incompleteness theorems upon the limitations of formalization of number theory. Prerequisite: symbolic logic or background in mathematics. *Ms. Laslie.*

Philosophy 364S. Language and Meaning. An investigation of some philosopnical issues surrounding language and communication: What is the relation between language and thought? When is a sentence meaningful, and when do two expressions mean the same? Reading and discussion will focus on attempts in historical and contemporary sources to answer these questions. Prerequisite: two courses in philosophy or permission of instructor. *Ms. Laslie.*

Philosophy 399. Independent Study. *Faculty.*

Philosophy 499. Independent Study. *Faculty.*

Philosophy 500. Senior Project. *Faculty.*

Sciences

Concentration Requirements: Students may concentrate in Biology, Botany, Chemistry, Geology, History of Science, Mathematics, Physics or in an interdisciplinary program in the Sciences. It is the policy of the Sciences Division to welcome student-initiated interdisciplinary concentrations.

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.
2. The Senior Project. The Senior Project in the Science Division, normally initiated in the fall term of the senior year, serves as a focus and culmination of the student's major program. The Project will involve written work, a paper or a laboratory report, for example, and an oral presentation of the material.

A concentration in Botany shall consist of eight semester courses, as follows: Introductory Botany 101; a course in genetics; a course dealing with lower plants; a course dealing with higher plants; a course in ecology; Systematic Botany 304; the Senior Project; and Chemistry 11. Courses which are not required

but recommended are: Mathematics 13-14, one year of Physics, Biology 11, Chemistry 12, 23-24.
Additional courses should be chosen carefully, in conference with the student's advisor, in order to make certain that the completed program will meet her personal and professional goals. In particular, an adequate background in mathematics and in an appropriate foreign language is essential for any student who plans to work professionally in the sciences. The Division emphasizes the social role of the scientist, and encourages work in the history and philosophy of science.

Botany 101. Introductory Botany. Survey of the science of botany with special emphasis on the biological principles of the plant kingdom. The lectures and laboratory exercises examine the plant body as a functioning organism at all evolutionary levels of organization in a detailed and comprehensive treatment which serves as much the goals of liberal education as a preparation for advanced work in the discipline. Evaluation is based on written examinations, laboratory performance and several short papers. No prerequisite. Within limits of lab space, open enrollment. New sections may be formed. *Mr. Putala.*

Botany 121. The Biology of Disease. Consideration of a number of significant diseases, including infectious diseases, inherited defects, and "degenerative" disorders. The intention is to start with a description of a condition, and then to extend discussion of its etiology and effects as far towards the cellular and molecular level as knowledge permits. The genetic and environmental aspects of the disease and its impact on society will be discussed. Three hours of lecture and discussion per week. No prerequisites. Fall Term. *Ms. Birnbaum.*

History of Science 123. The Scientific Revolution. What happens when Science emerges from the world of speculation, magic and aristocratic diversion? A study of the consolidation of the "mechanistic" view established, however inadvertently, by men like Copernicus, Kepler, Galileo, Descartes and Newton. Readings in the works that launched the "New Philosophy" and a study of the cultural context of a world in transition. Open enrollment. *Ms. George.*

History of Science 127. Ancient Science I. Development of basic physical concepts in ancient cultures; the idea of Nature in East and West; a variety of topics, including: Origin of numbers and mathematical thought; early cosmogonies; theories of matter in the East, Near East, and Pre-Socratic Greece; the enigma of Stonehenge; the Pyramids and their mythology. Students will be encouraged to carry out individual in-depth studies. Open enrollment. *Ms. George.*

History of Science 128S. Ancient Science II. Developments in the life sciences as practiced in the ancient world. Emphasis on original sources of Greek biology and medicine, with some study of Eastern and Near-Eastern contributions. In particular, early theories of life and the animal body will be discussed. While History of Science 127 is not a prerequisite, students without some background in Greek philosophy may find Ancient Science II rather difficult. Group and individual projects encouraged. *Ms. George*

Botany 161. Economic Botany. A course designed to acquaint the student with the history, custom and practice of plant utilization in medicine and handcraft. Selected elements of ethnobotany, plant folklore and economic botany will be considered in addition to exercises and demonstrations dealing with the identification of medicinal plants, the natural fibers of plant origin and the techniques of vegetable dyeing. The presentations are programmed for three hours per week with additional laboratory. Written examinations, laboratory performance and oral reports serve as the basis for evaluation and credit in the course. No prerequisite. *Mr. Putala.*

Science 199. Independent Study. *Faculty.*

Botany 201. Morphology of Lower Plants. A study of the algae, mosses, liverworts and lichens. Morphology and life histories will be stressed with reference to phylogenetic relationships among these organisms. Field collection and identification of representative species will be included. Prerequisite: Botany 101. *Mr. Putala.* (Not offered in 1974-75.)

Botany 211. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Lectures, assigned readings, and discussions elucidate the structure and function of living matter. The accompanying laboratory serves as an introduction to experimentation with biochemical systems, processes, and compounds of biochemical importance. Prerequisites: at least one Biology or Botany course, Chemistry 23-24, or consent of instructor. Three lectures, one discussion, one 3-hour lab per week. Fall Term. *Ms. Birnbaum.*

History of Science 213. The Warfare of Science and Religion.

> When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them."
>
> *Alfred North Whitehead*

To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. The course will be conducted by lectures and discussions and the student will be evaluated on her participation in discussion, on her knowledge of material and on the quality of her written work. *Ms. Rinard.* (Not offered in 1974-75).

Botany 214S. Plant Cultivation. Study of the botanical principles bearing on plant nutrition, development, growth, regulation, hybridization and ecology as they apply in horticulture. The course critically examines the scientific basis of plant cultivation and evaluates current gardening practices developed from them. Laboratory and field projects as well as term papers form the bases for evaluation. General knowledge of plant biology is helpful but not required. No prerequisite. No enrollment limit. *Mr. Putala.* (Not offered in 1974-75.)

Botany 216. Molecular Biology. A study of the mechanisms of gene action at the molecular level, including the structure, synthesis and function of molecules and organelles concerned with the intracellular transmission of genetic information. Support for current theories will be drawn from experiments with higher cells, as well as microorganisms. Three hours of lecture and two hours of discussion concerning assigned readings/week. Prerequisites: Biology 27 and Chemistry 23-24, or consent of instructor. Spring term. *Ms. Birnbaum.*

Botany 218S. Environmental Biology. An introduction to the principles of plant ecology as they relate to the biogeo-chemical cycles of freshwater bodies, land and the atmosphere. Class discussion and assignments will be confined to selected readings in environmental science. Prerequisite: permission of the instructor. *Mr. Putala.* (Not offered in 1974-75.)

History of Science 222S. Occult and Pseudo-Sciences. Beginning with a study of witchcraft as an index of the relation between science and magic in the late Middle Ages and beyond, the course will survey 17th and 18th-century theories of physiogomy, animal magnetism, etc., continuing into the 19th century with consideration of spirit manifestations, "psychic" science, etc. The final weeks of the course will be devoted to a study of 20th-century activities such as research into ESP. Emphasis will be on the historical setting and the relationship between "legitimate" science and occult or pseudo-scientific movements. Individual and group studies of areas in depth will be encouraged. Suggested for those with acceptable background in medieval or early modern history, history of science, religion or a social science. *Ms. George.*

History of Science 225. Science, Technology and Cities. An historical inquiry into the role of science and technology in formation and change of urban environments. Ancient, early modern and contemporary conditions will be compared; some of the questions studied will be: "What technological support systems are required for ancient/modern cities?" "How does scientific change affect the development of city life-styles?" Individual and group projects will be an integral part of the course. Enrollment limited to 20 students; priority given to those beyond the freshman level. *Ms. George.* (Not offered 1974-75.)

Science 299. Independent Study. *Faculty.*

History of Science 301. Seminar in History of Alchemy and Early Chemistry. Detailed analysis of some major alchemical and protochemical tests, with choice of works to some extent determined by student interest and background (including language abilities). Representative topics: Paracelsus, Basil Valentine, the alchemical grpahics of *Atlanta fugiens,* the *Theatrum chemicum britannicum.* Emphasis will be on interpretative discussion; both chemical and allegorical aspects will be considered. Limited to 12 students; priority to seniors and juniors with background in history of Science; others by permission of instructor. *Ms. George.*

Botany 304S. Plant Systematics. A course designed to acquaint the student with the principles of taxonomy of the flowering plants and methods of taxonomic research through a study of the local spring flora. The course consists of lectures, laboratory work and field work. Evaluations are based on the student's work in the laboratory and field. Prerequisite: Botany 101 or permission of the instructor. *Faculty.* (Not offered in 1974-75.)

History of Science 312S. The Idea of Progress. We take it for granted today that progress is possible and perhaps even inevitable. This inevitability, if we question ourselves closely, has something to do with our ideas of how science grows and develops. How has this close alignment between progress and the growth of science come about? How has the progress been measured? And what will happen to our ideas of progress when we begin to rethink our ideas about how science and its allied technology grow? This course is designed to explore these ideas, making use of a wide variety of materials from the history of science and technology. Evaluations will be based on seminar discussions, reports and written work. *Ms. Rinard.* (Not offered in 1974-75.)

Botany 316. Experimental Techniques in Biochemistry. Exercises and demonstrations dealing with basic biochemical techniques of assay, purification, and characterization of biological materials. Methods to be studied include chromatography, ultracentrifugation, electrophoresis, spectroscopy, and the use of radio-isotopes in biological investigation. One lecture and one 4-hour laboratory/week. Prerequisites: Biochemistry and consent of instructor. Spring term. *Ms. Birnbaum.*

Botany 321. Plant Anatomy. The study of the origin of vegetative and reproductive organs of seed plants, affording a comprehensive historical and developmental survey of plant organogenesis. Lecture and discussion sessions elucidate the major theoretical concepts of organology viewed in the context of the evolution of land plants. The laboratory exercises are conducted on a self-instructing basis and deal with the study and interpretation of slide preparations.

Evaluation is based on written examinations as well as seminar discussions assigned for particular topics. No limit on enrollment. Permission of the instructor. *Mr. Putala.* (Not offered in 1974-75.)

History of Science 320S. Introduction to History of the Social Sciences. The emergence of disciplines having for their raw material the activities of man in his varied aspects: beginnings of systematic economics, sociology, anthropology, and psychology, with particular attention to growth and development of guiding theories from the 19th century to the present. Topics will include the contributions of Comte, Durkheim, Freud, Levi-Strauss and other major figures, with stress on the historical context of theories and their application. Open enrollment. *Ms. George.* (Not offered in 1974-75.)

Botany 323. Plant Histology. An introduction to plant microtechnique concerned with laboratory practice in the procedures and methods of microscope-slide preparation, including an introduction to plant histochemistry and ultrastructural techniques. Exercises in the use of embedding, microtoming and staining techniques occupy the laboratory; lectures and discussion sessions are concerned with a discussion of the history and principles behind these methods. Evaluation is based largely on the slide collection assembled in laboratory, including a student project using special techniques. Two written examinations are scheduled as well, testing the student's familiarity with concepts developed in lecture. Prerequisite: Botany 101 or equivalent; see the instructor. *Mr. Putala.* (Not offered in 1974-75.)

Science 399. Independent Study. *Faculty.*

Science 499. Independent Study. *Faculty.*

Science 500. Senior Project. *Faculty.*

Social Sciences

The Social Sciences Division provides special work in the major disciplines of the social sciences, as well as more general courses with an interdisciplinary content and orientation.

Concentration Requirements: Students may concentrate in any one of the subject disciplines in the division (Anthropology, Education, Government, Psychology, Sociology) or a combination of disciplines (a divisional major) arranged in consultation with the divisional chairman and the student's advisor. Under certain circumstances, a concentration may be planned which includes fields from other divisions, in which case a second faculty advisor will be selected with the approval of the chairman of the other division.

A concentration in the Social Sciences Division ordinarily consists of eight semester courses in the field of concentration, including an independent Senior Project. The particular courses taken to satisfy concentration requirements will be chosen by the student with the approval of her advisor or advisors. In each case the complete program will be designed to meet the needs, interests and objectives of the individual student.

Unless otherwise indicated, evaluation of student performance in all social science courses will be based primarily on the quality of participation in class discussion and of written work or other projects of a theoretical or research nature. Instructors reserve the right, however, to schedule in-class examinations or quizzes whenever these appear desirable.

Anthropology: A concentration in Anthropology consists of eight courses in anthropology, including 111, 113, (Hamilton 13), 35, 490 (Hamilton 49), and the Senior Project. Additionally, concentrators must take either: (1) two years of a foreign language, or demonstrate equivalent command of such a language, or (2) two courses related to the methodology of Social Sciences.

Anthropology 111/111S. Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology—evolutionary theory human evolution, human biology and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment. *Faculty.*

Anthropology 113/113S. Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to political, religious and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. *Mr. Raybeck.*

Anthropology 199. Independent Study. *Faculty.*

Anthropology 221. Traditional Chinese Culture and Society. A survey of the social, economic, political and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. Prerequisite: an introductory course in Anthropology or consent of the instructor. *Mr. Raybeck.*

Anthropology 224S. Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia and the Philippines. Prerequisite:

Anthropology 113 (or Hamilton 13) or consent of the instructor. Evaluation will be based on class participation, a class presentation and two take-home exams. Open enrollment. *Mr. Raybeck.* (Not offered 1974-75.)

Anthropology 299. Independent Study. *Faculty.*

Anthropology 332S. Social Interaction. The emphasis of this course is on interpersonal perception and behavior and the relation of these to social roles and the social structure of social interaction. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: consent of the instructor. Evaluation will be based on class participation, short papers and a research project in which the student will be expected to apply concepts and methods learned in the course. *Mr. Raybeck.*

Anthropology 333. Psychological Anthropology. The emphasis of the course is on social psychological problems in a cross-cultural context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: A Social Psychology course, an introductory Anthropology course or permission of the instructor. *Mr. Raybeck.*

Anthropology 334S. Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with the students reading and reporting on selected topics. Evaluation will be based upon class reports and participation. Prerequisites: Anthropology 111, 113, and consent of the instructor. *Faculty.*

Anthropology 341. North American Indians. An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups and a basis for understanding current problems involving the Indian. Prerequisite: Anthropology 113 or Hamilton 35 or consent of the instructor. *Faculty.* (Not offered 1974-75.)

Anthropology 342S. North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevant to the discussion of northeastern prehistory. Prerequisites: Anthropology 111 and 113 (Hamilton 13) or consent of the instructor. Anthropology 341 is recommended but not required. *Faculty.*

Anthropology 351. Prehistory of Northeastern North America. A study of the development of northeastern North American Indian cultures as revealed by archaeological techniques. In particular, the archaeology of New York State will be discussed in detail; the framework derived from this discussion will then be used to view the prehistory of related areas. If possible, field trips will be taken to the surrounding countryside to examine relevant archaeological sites. Prerequisites: Anthropology 113 and consent of the instructor. Anthropology 341 and 342 countryside to examine relevant archaeological sites. Prerequisites: Anthropology 113 and consent of thes instructor. Anthropology 341 and 342 are recommended but not required. The course will be a limited enrollment seminar, with preference being given to those who have had all recommended courses. Enrollment limit: 15. *Faculty.*

Anthropology 386. Evolutionary Theory and Population Genetics. A detailed examination of the basic concepts of genetic transmission, natural selection and adaptation. Topics to be discussed will range from mimicry and polymorphism to modes of speciation and the origin of higher taxonomic categories. Prerequisites: Introductory Genetics or consent of the instructor. *Faculty.* (Not offered 74-75.)

Anthropology 399. Independent Study. *Faculty.*

Anthropology 499. Independent Study. *Faculty.*

Anthropology 500. Senior Seminar (Senior Project). Individual research projects are developed, presented and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. *Mr.* Guillotte. (Not offered 74-75.) See Hamilton 50.

Education: The education program at Kirkland is available with three options—two for certification at the elementary level and an open-options structure for those wishing to major in aspects of education without certification. The certification sequence can be elected by majors or non-majors. Those who satisfactorily complete options A or B will be recommended for provisional certification in elementary education in the State of New York.

COURSES AND PROGRAMS:

A. *Basic Certification Sequence:* The equivalent of eight courses in education is required of those seeking certification in education. Courses which are required as part of the sequence are Psychology 111 or Education 211, either Education 311 or 312, Education 304 and the Education Semester. One Winter Study Internship is recommended but not presently required.

B. *Basic Program for Concentration:* The equivalent of eight courses in education, as described under Option A, in addition to the senior project. Winter Study as above.

C. *Open Options:* Generally a problem or topic-centered concentration for those wishing to pursue an interest in aspects of education (topics are not limited to elementary education) or the interdisciplinary structure of learning options. Examples of possible topics are education and the arts, roots and implications of educational alternatives, and education and the media. Students choosing this concentration must plan their programs carefully with their advisors as they are creating their own concentrations.

THE EDUCATION SEMESTER: After the academic sequence of three courses, to be taken by the end of the junior year, students in options A and B must elect the Education Semester for the first semester of the senior year. The Education Semester consists of the equivalent of five courses distributed as follows: Education 405, Education 401, Education 403 and Education 434-435. It is a full-time program, involving an off-campus internship experience. Students work with one or more classroom teachers in the intern school, beginning to work with children at the outset of the program. The senior seminar and the reading courses use as their material the curriculum and experience of the participants' classrooms. Participation in microteaching with and without videotapes, school functions such as PTA, staff meetings and observations at school board meetings are required. It is imperative that those wishing to elect the Education Semester confer with Ms. Hendricks at an early date. Places in the Education Semester are limited.

Education 201/202: Basic Methods in Elementary Education. In the first semester, students will produce lesson plans, and resource units, and learn strategies of formulating questions and implementing presentation techniques. Laboratory assignments with young children include observations and participation one morning per week.

Evaluation will be based upon mini-lessons and other class participation, resource units and written laboratory reports.

Second semester, the course will focus on appropriate teaching techniques in a developmental reading program with attention to the school environment and the needs of individual students.

Laboratory work, one hour of tutoring daily for the first half of the semester, is required.

Evaluation will be based on class participation, twelve short papers, twenty activity cards and laboratory reports. *Ms. Blodgett.*

Education 301/302: Methods and Content of Elementary Education

A. Field-oriented, competency-based course in elementary education.

B. Sequential skill development in arithmetic concepts. Production of curricular and manipulative materials for learners. Daily tutoring in arithmetic in the public schools, eight weeks.

C. Development of resource unit in language arts. Peer teaching and microteaching, eight-week lab.

D. Development of social studies resources unit; mini-course in content area. Teaching lab in area schools, February-May. Prerequisite, Education 201/202. *Ms. Hendricks.*

Education 304: Junior Seminar in Education. Preparation for practice teaching. Critiques of resource units, microteaching, motivational and presentation strategies, approaches to classroom management, incorporation of audio-visual materials and other resources into previously generated units. Prerequisite, permission of instructor. *Ms. Blodgett.*

Education 314: Open Education. Study of the open classroom and its antecedents. The group will compare traditional structure, British models, vertical grouping and learning centers. Students will study assessment techniques and presentations and evaluations required in such an environment. Assumptions about teaching and learning often associated with the open classroom will be explored.

Evaluation based upon class participation, one long paper and laboratory reports on a mini-course taught weekly for approximately eight weeks. Prerequisite, permission of the instructor. *Ms. Blodgett.*

Education 321: Teaching the Gifted Child (Formerly Education 201). Problems of curriculem design and teaching strategies for highly able children. Work will be based on a study of theories of giftedness and creativity, and on observations of children in classrooms. Two class meetings and one laboratory/field work session per week. An introductory course in psychology or education is not a prerequisite but is recommended. *Ms. Hendricks.*

Education 401/402: Senior Seminar in Diagnostic and Prescriptive Teaching (402 formerly listed as 405). Analysis and critique of teaching problems and processes encountered in the practice teaching program. Advanced techniques and materials for elementary reading and other aspects of the curriculum. Record keeping, planning, assessment and evaluatory strategies and techniques. Open only to seniors in the professional semester, by permission of instructors. *Ms. Blodgett* and *Ms. Hendricks.*

Education 434/435: Practice Teaching. Supervised teaching in the elementary schools, taken concurrently with Education 401/402. Students electing this Professional Semester option must plan to devote full time to it, and may not elect other courses during this semester. Permission of instructor required. *Ms. Hendricks* and *Ms. Blodgett.*

Government: A concentration in Government consists of eight courses in government, including no more than two at the introductory level, Hamilton 29, and the Senior Project. In addition, courses in other social science disciplines and in statistics are recommended.

Government 112. Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Same as Hamilton Government 12.) Open enrollment. *Mr. Ross.*

Government 116/116S. American Political Process. An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as political culture, political behavior, the role of elites and social class. (Same as Hamilton Government 16.) Open enrollment. *Mr. Bacheller.*

Government 199. Independent Study. *Faculty.*

Government 213. Politics in the Soviet Union. A systematic analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society and alternating patterns of social control. *Mr. Ross.*

Government 214S. Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility and the emergence of a European community in the 1970's. *Mr. Ross.*

Government 216S. Revolution and Political Change. A comparative analysis of revolution as an agent of socio-political change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of both successful and unsuccessful revolutions will be presented and interrelated. *Mr. Ross.*

Government 219S. American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation and characteristics of state legislatures, executives and judiciaries. Prerequisite: Government 16 or 116. Concentrators have priority. *Mr. Bacheller.* (Not offered 74-75.)

Government 221. Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisites: Government 16 or 116. Priority for concentrators. *Mr. Bacheller.*

Government 222S. Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural groups and professional associations have played an important role in influencing the public policy-making process. Ideological and other non-economically based organizations have also sought influence over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy-making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisites: Government 16 or 116. Priority for concentrators. *Mr. Bacheller.* (Not offered 74-75.)

Government 223. American Parties and Politics. The political party is the primary linkage between Americans and their political system. We will examine the parties' performance of this function as well as current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite: Government 116 or 16 or consent of the instructor. (Same as Hamilton 23.) Priority will go to concentrators. *Mr. Bacheller.*

Government 299. Independent Study. *Faculty.*

Government 300. Political Research. In this course students will find out how to perform research into social and political behavior. Problems of sampling, survey technique, aggregate data analysis, statistical methods, hypothesis formulation and computer use will be examined. Students will participate in a group project involving the design and conduct of a public opinion survey. Prerequisites: two semester courses in Government, or consent of the instructor. Priority will go to concentrators. *Mr. Bacheller.*

Government 313. Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing, authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different type of politics. *Mr. Ross.*

Government 314S. Recent Empirical Political Theory. An overview of recent and current work in empirical political theory. Among the theoretical structures explored will be theories of power, systems theory, game theory, structural functionalism, communications theory and others. An emphasis will be placed upon the utility of these formulations in political analysis. *Mr. Ross.* (Not offered 74-75.)

Government 399. Independent Study. *Faculty.*

Government 499. Independent Study. *Faculty.*

Government 500. Senior Project. *Faculty.*

Psychology: A concentration in Psychology consists of one course at the introductory level (111, 112, 114, or Hamilton 17,) a basic laboratory course (Hamilton 15), a course in statistics (Hamilton 21), four advanced courses—one of which must be an advanced laboratory course—and the Senior Project.

Psychology 111. Introduction to Child Development. A survey course in the field of experimental psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought processes in children. *Ms. DeMyer-Gapin.*

Psychology 112. Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. *Mr. Begelman, Mr. Sherrod.*

Psychology 114S. Introduction to Social Psychology. A survey of the theoretical empirical literatures dealing with problems of human social behavior. Topics to be covered will include social interaction, cooperation and conflict, person-perception, conformity, attitudes, group processes, aggression and the influence of personality on social behavior. *Mr. Sherrod.*

Psychology 199. Independent Study. *Faculty.*

Psychology 213/213S. Humanistic Psychology. Humanistic psychology is an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why man thinks, feels and acts the way he does. This course is primarily a discussion-oriented study of some of the literature and research representing this approach. *Mr. Muilenberg.*

Psychology 218S. Environmental Psychology. An examination of the effects of environment on behavior with attention to such topics as territoriality, spatial behavior, population density, environmental stress, environmental perception, institutional environments and urban design. *Mr. Sherrod.* (Not offered 1974-75.)

Psychology 220S. Field Work in Child Development. The major aim of the course is to provide students with an extensive opportunity for participant observation of "normal" children. Students will spend an entire morning or afternoon with "normal" children in a local nursery school, day care center, or school. Field work will be supplemented by readings on child development, a weekly seminar discussion, and conferences. Prerequisite: permission of the instructor. Limited to 10 students. *Ms. DeMyer-Gapin.*

Psychology 299. Independent Study. *Faculty.*

Psychology 301. Psychology of Women. While the traditional psychoanalytic theories of Freud and Horney will be examined, the major aim of this course will be to explore the more recent data and theories in this "new" area of psychology. Among the topics to be considered will be the contribution of the body to sex differences in infants, sexual behavior in females (fantasies, the development of the orgasm, pregnancy and childbirth), personality characteristics of women, women in traditional roles (motherhood and marriage), the married and unmarried "career" women, "mental illness" in women and the psychological impact of aging on the woman.. Prerequisite: one psychology course and junior standing. *Ms. DeMyer-Gapin.*

Psychology 302S. Self-Concept and Social Interaction. An examination of social and interpersonal determinants of self-concept, with emphasis on the dual nature of the self, both as subject and object, and on the problems of self-awareness, self-presentation and self-alienation. Readings will include theoretical writings, empirical research and relevant novels. Prerequisite: two psychology courses including one of the following: Psychology 11, 112 or 114 (Anthropology 332 may be substituted for a psychology course.) *Mr. Sherrod.*

Psychology 321. Psychopathology of Childhood. A survey of developmental and behavioral disorders of childhood with reference to such topics as mental retardation, psychoneurosis, psychosis and learning disabilities. Reference will be made to diagnosis, treatment, theories of etiology and relevant research. Prerequisite: two psychology courses including at least one of the following: Psychology 111,112 or 114. *Mr. Scott.*

Psychology 322S. Cognitive Development. An exploration of some selected aspects of cognitive development with emphasis on Piagetian psychology, language development, intelligence and its measurement. Major theorists and experimental data will form the basis of the course materials. Prerequisite: two psychology courses including at least one of the following: Psychology 10, 111, 114, 36, 39 or permission of the instructor. *Ms. DeMyer-Gapin.*

Psychology 324S. Advanced Child Development. A study of the major methodological issues in developmental psychology. Topics will include ethical issues in using children as subjects, problems in infant research, ecological versus experimental orientations, and research strategies in the study of developmental change. Students will be required to initiate and carry out an experiment in the area, preferably using infants or children as subjects. Three hours of seminar plus three hours of independent laboratory work to be arranged. Prerequisite: Psychology 10, 111, 112, or 114 and Psychology 21. *Ms. DeMyer-Gapin.*

Psychology 334S. Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification and explanation of the behavior disorders. Emphasis will be on a critical rather than a descriptive approach to psychopathology. Prerequisite: two psychology courses, including one of the following: Psychology 111, 112, or 114. *Mr. Begelman.*

Psychology 337. Advanced Social Psychology. A study of research methods and contemporary theoretical perspectives in social psychology. Emphasis will be placed both on the research process in general and on topics of current interest as examples of specific research approaches. Such topics may include attribution theory, perceived control reactance theory, altruism or others, depending on staff and student interest. Students will initiate and carry out research projects and, where feasible, may continue such projects as independent studies in the spring. Three hours of class plus other hours of laboratory to be arranged. Prerequisite: Psychology 114 or permission of the instructor and Hamilton 21 (which may be taken concurrently). *Mr. Sherrod.*

Psychology 341. Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: two courses in psychology. *Mr. Begelman.* (Not offered 1974-75.)

Psychology 380S. Field Study in Psychology. Through involvement as a participant-observer in an appropriate field setting, the student will study intensively a psychological problem such as mental retardation, psychosis, speech pathology or cultural deprivation. Field work will be supplemented by extensive reading and regular conferences. Selection of a problem for study and the basis for evaluation will be individually determined. Prerequisite: two psychology courses, including one of the following: Psychology 302, 321, 322, 324, 334, 337, 390 or 391. *Mr. Scott.*

Psychology 390. Advanced Clinical Psychology. A study of advanced topics in clinical research and theory. Students will be responsible for the formulation and presentation of ideas of interest to them. Group discussion of hypotheses and research strategies will be used in order to enable the student to initiate and execute her own independent investigation. Prerequisite: Hamilton 15, and at least one of the following: Psychology 321, 322, 324, or 334. *Mr. Begelman.* (Not offered 74-75.)

Psychology 391S. Behavior Therapy. Introduction to the theory and practice of behavior therapy, with an emphasis on the experimental support for the use of specialized techniques in the treatment of the behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela and their students. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: two courses from among the following: Psychology 302, 321, 322, 334, 337, 390, 391, Hamilton 15 or 27 and permission of the instructor. *Mr. Begelman.*

Psychology 399. Independent Study. *Faculty.*

Psychology 499. Independent Study. *Faculty.*

Psychology 500. Senior Project. *Faculty.*

Sociology: A concentration in Sociology consists of the introductory course (101), six additional courses, including 301 and 302, and the Senior Project.

Sociology 101/101S. The Basic Concepts of the Discipline. Section 01. Examines the contributions and limitations of the sociological perspective for the understanding of human behavior. Fictional and political observations of society will be used along with sociological studies in making this assessment. Material on social movements, conflict and changes will be contrasted with structural and institutional analyses to illuminate both the dynamic and stable aspects of social life. *Ms. Kriesberg.*

Section 02. Sociological analysis. The emphasis will be on learning to think conceptually about social phenomena. Students will be presented with classic and contemporary theoretical and empirical statements which define the nature and uniqueness of a social level of analysis. Students will be expected to demonstrate prowess at conceptualizing and

analyzing social phenomena. *Mr. Sallett.*

Section 03. Analysis of the structure and processes of social interaction—what human society is and how it works. Emphasis will be on comprehension of ideas and familiarity with data sources in order to permit the exercise of sociological imagination. Evaluation will be based on several proficiency examinations and a final field work project. *Mr. Shuster.*

Section 04. Examines the contributions and limitations of the social scientific perspective to understanding human behavior. Disciplinary distinctions, academic hierarchies and values, and fictional, journalistic and political observations of society will be sociologically analyzed in making this assessment. Material on inter-group relations, social movements, conflict and change will be compared with structural and institutional analyses to evaluate the method when applied to dynamic and stable aspects of social life. *Ms. Kriesberg.*

Sociology 105. Sociology of Family Roles. Sociological analysis of the structure and function of the American middle-class family with special attention on those aspects of the family structure and process that are undergoing greatest change: gainful employment of women; kinship relations; leisure and the family, etc. Enrollment limited to 20. *Mr. Salisbury.*

Sociology 199. Independent Study. *Faculty.*

Sociology 202S. Social Institutions. Analysis of major social institutions in human society. Specific attention focused on the functions which such institutions perform for individuals and society as a whole. *Mr. Gray.*

Sociology 203. The Sociology of Sex Roles. This course will examine varieties of social definitions and assignments of men and women in areas of social life such as work, love, marriage, parenthood, sociability and eduction. Theoretical approaches emphasizing socialization, coercion, calculation and social change will be explored. Interpretations from the perspectives of traditional sociology, current empirical and theoretical studies of women and the feminist literature will be assessed. *Ms. Kriesberg.*

Sociology 204S. The Family. Institutional analysis of the function and processes of kinship structure. Cross-cultural, experimental and historical family forms will be discussed. Consideration of intrafamily dynamics and key elements of family organization will be examined. Prerequisite: at least one semester course in social science. *Mr. Shuster.*

Sociology 215. The Sociology of Small Groups. This course is designed to explore the nature of human groups and their impact on individual members. Problems of conformity and over-conformity to group norms, compliance and over-compliance to group leaders, conflict and cooperation among group members, group solidarity and effectiveness in achieving common goals will be discussed. The development of group myths, symbols, stereotypes and scapegoats will also be explored. The course will draw on material from sociology, social psychology and the psychoanalytic tradition. Students will, however, be encouraged to apply these materials to groups described in literature or with which they have direct personal experience. At least one course in sociology, social psychology and or anthropology is recommended but not required. *Mr. Broughton.* (Not offered 1974-75.)

Sociology 216S. The Sociology of Education. This course focuses upon American educational institutions. Particular attention is paid to the meaning of equality of educational institutions as well as to the meaning of equality of educational opportunity as myth and reality in American society. This latter topic includes some of the political and social ramifications of attempts to maximize this ideal; e.g., busing. Determinants of educational achievement such as parental social class, I.Q., pupil's self-conceptions, teacher's expectations, peer group influences and quality of educational facilities are examined separately and in combination with one another. Case studies of educational reform and change in public secondary education and private higher education are explored in conjunction with some of the contemporary neo-Marxist proposals for institutional change advanced by Ivan Illich and others. At least one course in sociology, education or social psychology is recommended, but not required. *Mr. Broughton.*

Sociology 220. The Sociology of Social Problems. Contemporary issues involving struggle and conflict will be examined. The implications, for analysis and policy, of defining diversity, conflict and movements for equality and participation as "social problems" will be discussed. Students may choose topics for individual emphasis involving race, ethnicity, sex, poverty, age, class, consumerism, medical care, prisons, drugs or others. The relationship between these "problems" and the underlying social definitions, strains, and inconsistencies in American society will be explored in class. Introductory Sociology recommended but not required. *Ms. Kriesberg.*

Sociology 222. Demography and Development. Population growth, distribution and composition, sources of data and methods of analysis, demographic impediments to economic and political development, and relationships between demographic and social structure in modernizing countries are topics covered in this course. Prerequisite: at least one course in a social science discipline. Evaluation is based on class reports, a short research paper and a final examination testing the student's ability to perform sociodemograhic analysis. *Mr. Shuster.*

Sociology 291. Becoming Deviant. This course

examines the social processes associated with the transformation of conforming persons and groups into deviants. The effects of labeling, power, and groups as socializing agents, and the contributions of the person to the development of a deviant identity will be emphasized. Students will be presented with theoretical and empirical materials which account for various aspects of the process of becoming deviant. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these materials and use them as tools to develop their own perspective toward the analysis of deviant behavior. Prerequisite: Sociology 101 or consent of the instructor. *Mr. Sallett.*

Sociology 299. Independent Study. *Faculty.*

Sociology 301. Theory and Methods. The first part of the course will stress the theory of social science inquiry and the demands it makes on the investigators. Emphasis will be on familiarity with some classic studies, with professional sources of ideas and information, and with the issues and solutions to problems of actual research projects. The latter part of the course will allow students to experience research directly by means of individual exercises and participation in a group research project which is part of on-going Social Science Division research. Open enrollment. Prerequisites: Junior standing and concentration in sociology or permission of instructor. *Mr. Shuster.*

Sociology 302S. Sociology Theory and Research. An examination of contemporary approaches to the development of sociological knowledge, this course will cover the following topics: methodology, concept formation, theoretical frames of reference, propositional inventories and theory construction. Attention will also be given to some contemporary "theoretical debates" in sociology. Prerequisite: Sociology 101, or concentration in a social science discipline at the junior or senior level. Open enrollment. *Mr. Broughton.*

Sociology 307. The Sociology of Religion. As a sociological examination of religions in American society, this course examines the reciprocal influences between the secular society and its religious institutions. Attention will be paid to the structure and impact of Protestantism, Catholicism and Judaism within the national society, the nature of religious change and the interrelationships between class and religion, among other subjects. At least one course in sociology or religion is recommended, but not required. Not open to freshmen except by permission of the instructor. *Mr. Broughton.*

Sociology 310S. Women in Contemporary Society. This seminar will concern itself with the institutional constraints underlying the exclusions of women from major areas of contemporary life and their inordinate inclusion in others. The relationship and conflict between familial and occupational careers, life histories and biographical accounts of women and the social sources and impact of the women's movement will be examined. The implications of a feminist perspective for sociology as a profession and as a scientific discipline and for broader questions of social policy or related to these issues. Prerequiste: one Sociology course or Psychology 301 or consent of instructor. *Ms. Kriesberg.*

Sociology 314S. The Social Organization of Protest, Reform and Revolution. This course is an effort to explain the structural sources of social movements which seek to bring about social change by employing means which more or less depart from institutionalized political channels. Of particular interest are the processes which transform unorganized persons and groups into a social movement. Finally, the conditions under which such movements succeed or fail will be analyzed. Prerequisite: Sociology 101 or consent of the instructor. *Mr. Sallett.*

Sociology 315. American Social Thought. Examination of the major strands of American thought from colonial to modern times. This course will be combined with American Studies 311 and will be taught jointly by *Mr. Gray* and *Mr. Hoffa.* (Not offered 1974-75.)

Sociology 316S. American Social Structure. Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society will be examined, including its effects on American social character. *Mr. Gray.* (Not offered 1974-75.)

Sociology 325S. Social Control. An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance will be undertaken. *Mr. Gray.*

Sociology 331. Urban Social Analysis. A study of the demographic, ecological and social structure of metropolitan communities. Historical, cross-cultural and geographical perspectives on community life, as well as life-style differences and their implications for social policy will be considered. Prerequisite: two courses in a social science discipline or history. *Mr. Shuster.*

Sociology 333. Metrolab: Urban-Field Experience. A double-credit course offering research and field experience in the metropolitan Utica-Rome area. Supervised individual research and regular seminar meetings will be combined with participation in the work of local and regional organizations dealing with major community functions. Open to juniors and seniors with at least three courses in social science including urban history, economics, government, or sociology. A research methods course is strongly recommended. Enrollment limit 20. *Mr. Shuster.*

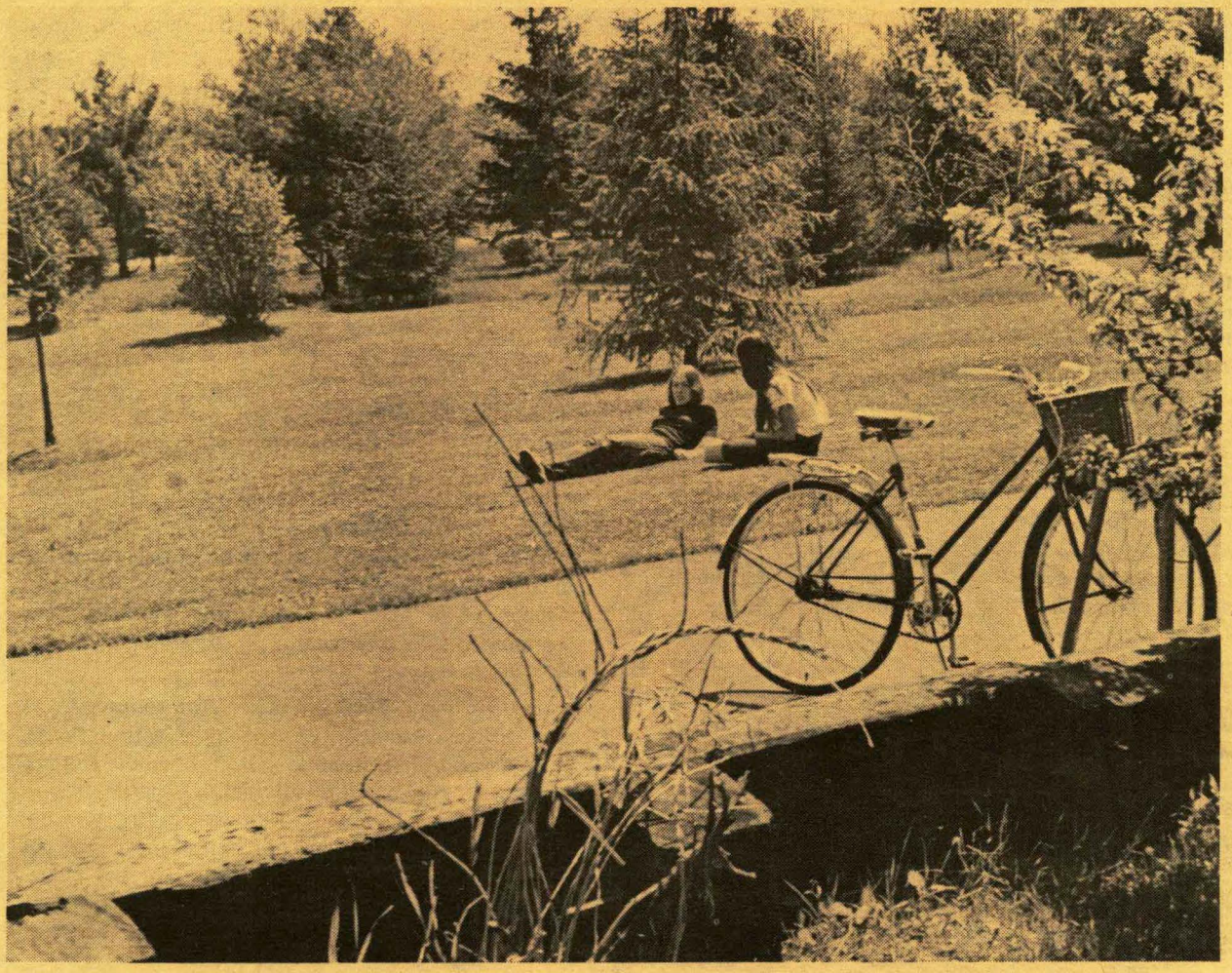
Sociology 337S. Sociology of the Absurd. This course is a critical examination of an innovative approach to sociological analysis named by one of its proponents as "the sociology of the absurd." This approach, based on existentialism and phenomenology, proceeds from the assumption that social life is intrinsically meaningless, and asks how social order is possible. The sociology of the absurd approaches this question by conceiving of human beings as authors of their own actions, and emphasizes intersubjective consciousness, background meanings, choice and power. The first half will concentrate on empirical studies. Students will be expected to demonstrate an understanding of fundamental theoretical propositions, assess the congruence between the theoretical and empirical literature and evaluate the strengths and weaknesses of this approach to sociological analysis. Prequisite: Sociology 101 or consent of the instructor. *Mr. Sallett.*

Sociology 340. Organization, Power, and Alienation in Industrial Society. The purpose of this course is to examine some of the implications of a social order dominated by a network of complex organizations. The relationship between complex organization and power and the relationship between the complex organization and the person will be analyzed. Evidence and argument will be presented to evaluate the thesis that complex organizations control the requisites of survival and luxury in industrial society. Moreover, such organizations are inaccessible to ordinary persons and groups, and, consequently, the individual is rapidly losing the ability to control significant features of everyday existence. Prerequisite: Sociology 101, or consent of the instructor. *Mr. Sallett.*

Sociology 399. Independent Study. *Faculty.*

Sociology 401. Sociology Seminar. An overview of the sociological literature on intergroup relations, this course will attempt to treat the causes of inter-ethnic, inter-racial and inter-conflicts. Attention will be paid to the dynamics of stereotype formation, prejudice and discrimination between members of majority and minority groups. Most case materials will be drawn from American society. *Mr. Broughton.*

Sociology 499. Independent Study. *Faculty.*
Sociology 500. Senior Project. *Faculty.*



Hamilton

Anthropology

Anthropology 13F-S. Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of non-literate, peasant and complex contemporary societies. (Equivalent to Kirkland 113.) *The Department.*

Anthropology 20F. Culture History of Sub-Saharan Africa. Prehistory and major events of precolonial culture history through the late nineteenth century. The effects of ecological imperatives and restraints upon the movement of peoples and ideas; the development of social institutions and varieties of political organization. Contacts and interaction with European and Near Eastern civilizations. Prerequisite, 13 or consent of instructor. Alternates with 21. *Mr. Guillotte.*

Anthropology 21. Traditional Cultures and Societies of Sub-Saharan Africa. An ethnographic survey of the culture areas of Black Africa with emphasis on traditional political organization, social structure, and religion. Analysis of selected ethnographies to illustrate persistent themes in a wide variety of African cultures, ranging from the hunting band to the divine kingdom. Prerequisite, 13 or consent of instructor. Alternates with 20. (Not offered 1974-75).

Anthropology 22S. Modern Sub-Saharan Africa. The effects of labor migration, cash economy, urbanization, and other factors of modernization upon traditional society and culture. Emphasis upon the ethnographic analysis of processes of change in local economic, social, political, and religious systems. Prerequisite, 13 or consent of instructor. Alternates with 36. *Mr. Guillotte.*

Anthropology 23. Mesoamerican Societies. Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies; pre-Columbian foundations of Mesoamerican culture; post-Columbian processes of change. Prerequisite, 13 or consent of instructor. Alternates with 25. (Not offered 1974-75).

Anthropology 25F. Caribbean Societies. The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Detailed examination of several contemporary Caribbean societies. Prerequisite, 13 or consent of instructor. Alternates with 23. *Ms. Parks.*

Anthropology 26F. The Afro-American Family. A cross-section of theoretical approaches to the Black family. Origins, socioeconomic functions, and composition of the Black household. Mating patterns, matrifocality, sex roles; focus on cultural definitions of domestic forms. *Ms. Parks.*

Anthropology 31F. Cultural Dynamics. A broad approach to the study of processes of change in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. *Mr. Jones.*

Anthropology 34S. Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth and ritual; manipulation and supplication of the supernatural. Typologies of religious systems. The dynamics of religious processes with an emphasis on syncretism, nativism, and social change. Open to sophomores. *Mr. Guillotte.*

Anthropology 35S. Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Prerequisite, 13. *Mr. Jones.*

Anthropology 36. Political Anthropology. A cross-cultural examination of political action, belief, and organization as integrated parts of whole cultural systems. Dominance and submission, aggression and conflict, and their relationships to myth, religion, law, economy and social organization. Types of political systems from the band to the state. Ethnographic analysis of local level political case studies prepared by anthropological field workers.

Prerequisite, 13. Open to sophomores. Alternates with 22. (Not offered 1974-75).

Anthropology 49F. Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites, 13 and 35. (Same as Kirkland 490.) *Mr. Jones.*

Anthropology 50S. Senior Seminar. Individual research projects, developed, presented, and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. (Same as Kirkland 500.) *Mr. Jones.*

Art

Art 11F, 12S. Painting, Drawing, and Sculpture. Lectures and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. *Mr. Penney.*

Art 13F. Introduction to the History of Art. The role of works of art in the intellectual history of Man. Readings provide the broad historical background; class discussions focus on representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. Not open to seniors. *Mr. Carter.*

Art 21F, 22S. Advanced Painting and Drawing. Figure, landscape, and still-life painting and drawing in various media. Special projects assigned. Nine studio hours a week. Students to supply their own materials. Prerequisites, 11 and 12. *Mr. Penney.*

Art 26. Art in the Ancient Near East and Aegean. The art of Egypt, Mesopotamia, Crete, and Greece in relationship to the philosophical, religious, literary, and political concepts of the times. (Not offered 1974-75).

Art 28S. Mediaeval Art in the West. From the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. *Mr. Wright.*

Art 31F. The Italian Renaissance. The stylistic development of Renaissance art in Italy from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. *Mr. Wright.*

Art 32S. Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of humanism, philosophy, mythology, and theology in their relation to artistic theory and practice. Insofar as possible original sources will be read and discussed. Prerequisite, Art 31. *Mr. Wright.*

Art 33-34. European Baroque Art. The generation of the Baroque in Rome; its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Prerequisite, Art 13, or Kirkland Art History 101, or consent of the instructor. 34 may not be taken as a separate course. (Not offered 1974-75).

Art 35F-36S. Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture, during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. *Mr. Carter.*

Art 37F. Roman Art East and West. The cultural continuity of Roman art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) seen as an integral part of the development. *Mr. Wright.*

Art 38. Islamic Art. The Near and Middle Eastern origins, the Classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, Art 13, or Kirkland Art History 101, or consent of the instructor. (Not offered 1974-75).

Art 48S. East Asian Art. A survey of the art of China, Korea, and Japan. Prerequisite, Art 13, or Kirkland Art History 101, or consent of the instructor. *Mr. Carter.*

Art 50S. Senior Seminar. Designed for students prepared to do independent work at an advanced level. Written papers and oral presentations. Prerequisites, five courses in the history of art including 31-32 or 33-34, or consent of the Department. Strongly recommended for departmental honors; open to seniors concentrating in Art, and to others with consent of the Department.

Biology

Biology 11F. General Biology. The structure and function of cells; biochemical respiration; photosynthesis, heredity; development? and the genetic mechanisms of evolution. A knowledge of secondary school biology and chemistry, or the equivalent is assumed. Three class periods and one laboratory period. Independent laboratory work is assigned. *Mr. Ellis and staff.*

Biology 12S. General Biology. A study of life at and above the level of the organism. Emphasis is on the variety of life; the functions and adaptations of organisms; homeostasis; ecological relationships; and evolutionary history. Three class periods and one laboratory period. Independent laboratory work is assigned. Prerequisite, 11. *Mr. McManus and staff.*

Biology 26. Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods are concerned with contemporary problems in developmental biology. Three class periods and three hours of laboratory. Prerequisites, 11, 12. Alternates with 28. (Not offered 1974-75).

Biology 27S. Genetics. Study of the hereditary material as analyzed by genetic, chemical and mathematical techniques. Three class periods and individual laboratory work carried on outside the scheduled laboratory period which is used for discussion. Prerequisites, 11, 12. *Mr. Ellis.*

Biology 28S. Vertebrate Organization. A study of historical and functional aspects of vertebrate organization and the control mechanisms which maintain it. Mammalian organization is emphasized. Three class periods and three hours of laboratory. Prerequisites, 11, 12. Alternates with 26. *Mr. Chiquoine.*

Biology 29F. Microbiology. A study of the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisites, 11, 12. *Ms. Bland.*

Biology 31F. Physiology. A study of fundamental problems of general physiology and the functions of organ systems of animals. Two class periods and four hours of laboratory. Prerequisites, 11, 12. *Mr. Gerold.*

Biology 34S. Cells and Tissues. An analysis of the structure, function and composition of mammalian cells and tissues. The laboratory exercises include microtechnique and cell and tissue identification. Three class periods and three hours of laboratory. Prerequisites, 11, 12. *Mr. Gerold.*

Biology 35F. Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Students must have two afternoons free for arranged laboratory. Prerequisites, four courses in the Department. *Mr. Chiquoine.*

Biology 37F. General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. Prerequisites, 11, 12. *Mr. McManus.*

Biology 41S. Microbial Physiology and Biochemistry. The diverse and unique processes by which microorganisms survive, grow and reproduce. The contribution of such studies to the understanding of the same processes in higher organisms emphasized. Three class periods and three hours of laboratory. Prerequisites, 29 and Chemistry 23, 24. *Ms. Bland.*

Chemistry

Chemistry 11F. General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 11 and 15. *Mr. Yourtee.*

Chemistry 12S. General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 11 or 15. *Mr. Yourtee.*

Chemistry 15F. Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 11 and 15. *Mr. Cratty.*

Chemistry 16S. Introductory Physical Chemistry. An introduction to thermo-dynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 15 or 12, or 11 and the consent of the instructor. *Mr. Cratty.*

Chemistry 23F-24S. Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 12 or 16. 24 may not be taken as a separate course. *Mr. Lee.*

Chemistry 33F-34S. Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisites, 16, Physics 11-12 or 13-14, Mathematics 13-14 or 15. 34 may not be taken as a separate course. *Mr. Denney.*

Chemistry 33aF-34aS. Same as 33-34 but without laboratory. Not acceptable for a concentration in Chemistry. *Mr. Denney.*

Chemistry 37F. Chemistry of Natural Products. The structure, synthesis and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites and polycyclic pyrrole pigments. The laboratory involves the isolation, identification and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 23-24. *Mr. Lee.*

Chemistry 37aF. Same as 37 but without laboratory. Not acceptable for a concentration in Chemistry. *Mr. Lee.*

Chemistry 38S. Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects and an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisites, 23-24 and 16. *Messrs. Kinnel* and *Lee.*

Chemistry 41F. Chemical Instrumentation. A study of the principles of instrumentation and their

application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite 33-34. *Mr. Denney.*

Chemistry 42S. Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry and related topics. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 33-34. 34 may be taken concurrently. *Mr. Cratty.*

Chemistry 42aS. Same as 42 but without laboratory. Not acceptable for a concentration in Chemistry. *Mr. Cratty.*

Classics

Greek 11F. Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. *Miss Warrior.*

Greek 12S. Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 11. *Miss Warrior.*

Greek 21F. Intermediate Greek. Selections from the Orators, including Lysias and Andocides. Introduction to the history of Greek literature. Prerequisite, 12. *Mr. Cunningham.*

Greek 22S. Intermediate Greek. Reading of Menander, *Dyskolos.* Collateral reading of some other plays in translation. Prerequisite, 12. *Mr. Cunningham.*

Greek 31F. Greek Drama: Tragedy. Study of the Greek texts of such tragedies as Aeschylus, *Agamemnon,* and Sophocles, *Oedipus, Tyrannus.* Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Prerequisite, 21 or 22. (Offered every third year). *Miss Warrior.*

Greek 32S. Greek Drama: Comedy. Study of Aristophanic comedy, including *Clouds* and *Wasps,* in terms of literary genre and as commentary on contemporary Greek society. Prerequisite, 21 or 22. (Offered every third year). *Miss Warrior.*

Greek 33. Greek History. Selections from Herodotus, *The Persian Wars,* Thucydides, *The Peloponnesian War,* and other later writers. Prerequisite, 21 or 22. (Offered every third year; next offered 1975-76).

Greek 34. Greek Epic. Homer: *Iliad* (selections), *Odyssey* (selections). Studies in the problems of oral tradition and the transmission of Epic poetry. Prerequisite, 21 or 22. (Offered every third year. Next offered 1975-76).

Greek 35. Greek Philosophy: Pre-Socratics and Plato. Readings in pre-Socratic philosophy and selected Platonic dialogues. Studies in the development of philosophical enquiry in Greece. Prerequisite, 21 or 22. (Offered every third year.)

Greek 36. Greek Philosophy: Aristotle and Later Philosophy. Selections from Aristotle, *Nicomachean Ethics.* Collateral readings in other works of Aristotle in translation. Reference to Stoic and Epicurean developments. Questions of Aristotle's relation to Plato's Academy and his influence on later Greek thinkers. Prerequisites, 21 or 22. (Offered every third year).

Latin 11F. Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. *Mr. Cunningham.*

Latin 12S. Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 11. *Mr. Cunningham.*

Latin 21F. Intermediate Latin: Prose from the Republic. Selections from Cicero's speeches, including *Pro Caelio De Domo Sua.* Introduction to the history of Latin literature. Prerequisite, 12. *Miss Warrior.*

Latin 22S. Intermediate Latin: Poetry of the Republic. Readings from Terence and Catullus. History of Latin literature and its continuing influence. Prerequisite, 12. *Miss Warrior.*

Latin 31F. Roman Philosophy. Selections from Lucretius, *De Rerum Natura,* and Cicero, *De Officiis,* to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 21 or 22. (Offered every third year). *Mr. Cunningham.*

Latin 32S. Roman Satire. Satire as a uniquely Roman literary genre using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 21 or 22. (Offered every third year). *Mr. Cunningham.*

Latin 33F. Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aeneid,* and Lucan, *Pharsalia.* Prerequisite, 21 or 22. (Offered every third year). *Mr. Cunningham.*

Latin 34S. Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita,* and Tacitus, *Annales.* Prerequisite, 21 or 22. (Offered every third year). *Mr. Cunningham.*

Latin 35. Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea.* Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 21 or 22. (Offered every third year; next offered 1975-76).

Latin 36. Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome using Cicero, *Brutus,* Tacitus, *Dialogus* and selections from Quintillian, *Institutio Oratoria.* Prerequisite 21 or 22. (Offered every third year; next offered 1975-76).

Ancient Civilization 40F. Aspects of Greek and Roman Society. Emphasis placed on the social structure of Greece and Rome with especial reference to the position of women. The basis for study will be the ancient sources: Homer, Greek tragedians, the Roman poets, and historians. Open to sophomores. *Miss Warrior.*

Ancient Civilization 41S. Age of the Homeric Poems. A study of the *Iliad* and *Odyssey,* the Homeric problem, the evidence to substantiate the existence of the "Homeric World" and the place of the Homeric poems in the subsequent Greek and Roman civilization. Open to sophomores. *Miss Warrior.*

Ancient Civilization 42F. Roman Republic. Lectures and discussions; readings and assigned papers. The nature of Roman society in the period 225-44 B. C. with special consideration paid to the practice of politics; the rise of political factions; economic and financial arrangements with special reference to the emergence of an organized class of enterpreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. *Mr. Cunningham.*

Ancient Civilization 43S. Problems in Roman Imperial History. Topics including the role of the army in the state, questions of administration and social organization (e.g., progressive stratification of Roman life), religious-philosophical developments. *Mr. Cunningham.*

Ancient Civilization 44. Greece in the 5th Century. An examination of the political, artistic, literary and philosophic aspects. Evidence of archaeology and epigraphy. Alternates with 41. (Not offered 1974-75).

Ancient Civilization 45. Greek and Roman Religion. A study of the basic role of religion in Greek and Roman public and private life, illustrated from the ancient sources. Alternates with 41. (Not offered 1974-75).

Ancient Civilization 46. The Ancient Historians and Their Theories of History. Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature and science, and the problem of fact and interpretation. Alternates with 42. (Not offered 1974-75).

Ancient Civilization 47. Rome and Byzantium. The Roman Empire from Theodosius the Great to Justinian. An examination of the divided empire, its internal and external problems. Special emphasis on the developments of Roman law as demonstrated by the two codifications of Theodosius and Justinian. Alternates with 43. (Not offered 1974-75).

Economics

Economics 10F-11S. Introduction to Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and means by which they may be solved. Market processes, national income determination, money, models of the firm, and international trade. Selected applications. Emphasis on macroeconomics in 10 and on microeconomics in 11. 11 may not be taken as a separate course. *The Department.*

Economics 20S. The Political Economy of American Poverty. Historical and institutional problems of poverty in an affluent society with special reference to the poor of African ethnic origin. Evaluation of liberal reforms, riots, forced income distribution, revolutionary change, and Black capitalism, in an attempt to find alternatives for the future. Prerequisite, 11 or intensive preparation in Ms. Lubega's 1975 winter study course. *Ms. Lubega.*

Economics 21F. Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Laboratory work. Prerequisite, 11. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21). *Mr. Allen.*

Economics 23F. Accounting. An elementary study of how the financial records of a business firm are usefully classified, analyzed, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. *Mr. Wertimer.*

Economics 24S. Corporation Finance. Forms of business organization with predominant emphasis on the modern corporation; its nature and financial problems. A required one-day field trip to New York City. *Mr. Wertimer.*

Economics 25. Industrial Organization and Public Control of Business. The structure, conduct, and performance of American industry. The application and interpretation of the anti-trust laws. Selected problems of intervention. Prerequisite, 11. (Not offered 1974-75).

Economics 26F. Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems such as strikes in the public sector. *Mr. Jones.*

Economics 27. Comparative Economic Systems. Comparisons between market and planned systems. The Soviet Union and Yugoslavia as models. Selected topics and current issues. Prerequisite 11. (Not offered 1974-75).

Economics 28S. Economic Modernization in Africa.

Historical and institutional causes of African underdevelopment rooted in the slave trade and the colonial division of labor. Analysis of the present state of African underdevelopment. Evaluation of economic theories and policies applied to African economies in the 1960's, with case studies. Alternative paths for future development illustrated with new experiments from a few African countries. Prerequisite, 11. *Ms. Lubega.*

Economics 31F. Macroeconomics Theory. National income accounting. Theories of income determination. Theories of consumption, investment and the demand for money. Unemployment and inflation. Theories of economic growth. Prerequisite, 11. *Mr. Jones.*

Economics 32S. Microeconomic Theory. Applications of supply and demand analysis. Theory of consumer behavior. Theories of the firm and market structures. Theory of resource pricing and allocation. General equilibrium. Prerequisite, 11. *Ms. Lubega.*

Economics 33F. International Economics. The theoretical basis of international trade, tariffs, exchange rates and the relationships between trade and the national economy. International monetary problems and the mechanisms of adjustment. Customs unions. Prerequisite, 11. *Ms. Lubega.*

Economics 34. Economic Development. Principal issues of economic growth and development in low-income countries. Growth models. Historical theories of growth. The role of trade. Development planning and investment allocation criteria. Prerequisite, 11. (Not offered 1974-75).

Economics 35F. Money and Banking. The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 11. *Mr. Wertimer.*

Economics 36. Public Finance. A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 11. (Not offered 1974-75).

Economics 37F. Economic Analysis of Urban Area. The location, size and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity within the city. Analyses of selected urban problems and proposed solutions. Prerequisite, 11. *Mr. Allen.*

Economics 38. The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Problems of population and resource base, alternative approaches to development, Chinese agriculture and industry, price formation and planning, trade and distribution, foreign trade and aid. Maoism, and the nature of the Chinese system. Prerequisite, 11. (Not offered 1974-75).

Economics 39S. Labor Economics. An economic analysis of labor-market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 11. *Mr. Jones.*

Economics 41. Seminar in Economics. Discussion of contemporary developments in economics. (Not offered 1974-75).

Economics 42S. History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 11. *Mr. Wertimer.*

Economics 43S. American Economic Development. Development of the American economy from the colonial era to the depression of the 1930's. Emphasis on the application of economic and statistical models and the findings of the "new economic history." Prerequisites, 21, 32 and Mathematics 13-14 or 15. *Mr. Allen.*

Economics 44S. Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 21. *Mr. Allen.*

Education

Education 21F, 22S. Foundations of Education. First semester: Historical, Philosophical. Second semester: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. *Mr Hunt.*

Education 31F-S. Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. *Mr. Hunt.*

Education 32F-S. Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Examination of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one semester course in Education or consent of the instructor. *Mr. Hunt.*

Education 33 & 34 F-S. Secondary School Methods and Materials; Observation and Student Teaching. A

detailed study of general secondary school methods, materials and classroom techniques. Assignment to a near-by secondary school for ten weeks at the beginning of the semester to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conferences with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the semester to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 33 and 34 are taken concurrently. Prerequisite, one semester course in education, recommendation of department of student's area of teaching, and consent of instructor. *Mr. Hunt* and *Ms. Hughes.*

English

English 11F, 12S. Introductory College English. Frequent essays of various lengths, written both inside and outside of class. In 12, an essay on independent reading. Instruction in writing through discussions, tutorials, and individual conferences. Readings in both modern and ancient literature, with emphasis in 12 on epics and plays translated from Greek and Latin. Open only to Hamilton freshmen and sophomores. 11 offered spring semester if enrollment warrants. *The Department.*

English 21F-S. Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite, 11 with a grade of C minus, or its equivalent. (Same as Kirkland Literature 210). *The Department.*

English 22S. Poetry and the Novel since 1800. Study of the main trends in nineteenth-century and early twentieth-century poetry and the novel through analysis of representative works by Austen, Byron, Dickens, Thackeray, Browning, Arnold, Hopkins, and James. Prerequisite, 21. Not open to seniors. *Ms. Stoller.*

English 23S. The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Bronte, Hawthorne, and Faulkner. Prerequisite, 21. Not open to seniors. *Mr. Briggs.*

English 24S. Black Poetry. A survey and analysis of the art and attitudes of major Black American poets from the Harlem Renaissance to the present. Among the artists discussed will be McKay, Toomer, Hughes, Sterling Brown, Hayden, Brooks, Barabka, Reed, and Harper. Prerequisite, 21, or consent of the instructor. *Ms. duCille.*

English 25F. Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 21. *Mr. Wagner.*

English 26F. Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (metre, rhyme, stanza, etc.); exercises in explication. Prerequisite, 21. *Mr. Marki.*

English 27. Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 21. (Not offered 1974-75).

English 28S. Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 21. *Mr. Kaufmann.*

English 29F. Middle English Literature, 1300-1500. Chaucer's contemporaries and followers, including *Sir Gawain and the Green Knight, Piers Plowman, Kingis Quair,* Henryson's *Testament of Cresseid,* and Malory's *Morte D'Arthur.* Examining a wide range of medieval genres: romance, dream vision, love allegory, lyric, and drama. Prerequisite, 21. *Mr. Kaufmann.*

English 30S. Milton. Reading of all the major poems, including *Comus, Paradise Regained, Samson Agonistes,* and an intensive study of *Paradise Lost.* Particular attention to the ways Milton modifies previous literary forms. Prerequisite, 21. Open to sophomores. *Mr. Roth.*

English 31F. Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 21. Open to sophomores. *Mr. Wagner.*

English 32S. Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention paid to works by James, Hemingway, Faulkner, Pound, Frost and Stevens. Prerequisite, 21. Open to sophomores. *Mr. Marki.*

English 33F. The Early Renaissance. Study of developments in sixteenth-century poetry, prose, and drama and their interconnections. Concentration on the works of Spenser, Sidney, Shakespeare, and Marlowe, as well as an intensive study of the first book of *The Faerie Queene.* Prerequisite, 21. Open to sophomores. *Mr. Roth.*

English 34S. The Late Renaissance. Readings of representative works in poetry, prose, and drama of the seventeenth century before 1660. Major emphasis on Donne, Jonson, Herbert, Marvell, and Sir Thomas

Browne. Prerequisite, 21. Open to sophomores. *Mr. Roth.*

English 35F. English Literature: 1660-1744. A study of major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 21. Open to sophomores. *Mr. O'Neill.*

English 36S. English Literature: 1745-1800. A study of major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Richarson, Fielding, and Austen, and Johnson and Boswell. Prerequisite, 21. Open to sophomores. *Mr. O'Neill.*

English 37F. English Romantic Poetry. Study of the art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 21. Open to sophomores. *Mr. Lindley.*

English 38S. English Victorian Literature. Study of representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 21. Open to sophomores. *Mr. Nesbitt.*

English 39F-40S. Twentieth Century British Literature. Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Yeats, Conrad, Joyce, Lawrence, and T. S. Eliot. Prerequisite, 21. 40 may not be taken as a separate course. Open to juniors. *Mr. Briggs.*

English 41F. Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 15 each. Open to juniors. *Mr. O'Neill, Mr. Wagner.*

English 42S. The Writing of Fiction. Stories and plays by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. *Mr. O'Neill.*

English 43F-44S. Elizabethan and Jacobean Drama. Readings in English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 21. 44 may not be taken as a separate course. Open to juniors. *Mr. Barrett.*

English 45F. Studies in American Authors. In 1974-75, the study of Melville and Whitman. In 1975-76, the study of William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Thomas Wolfe). Prerequisite, 21. Open to sophomores. *Mr. Marki.*

English 46S. Studies in American Drama, Fiction, and Poetry. In 1974-75 an historical survey of American drama with emphasis upon O'Neill, Tennessee Williams, Miller, and Albee. In 1975-76, readings in twentieth-century American poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. Prerequisite, 21. Open to sophomores. *Mr. Wagner.*

English 48S. The Writing of Poetry. Poetic forms to be studied and imitated. Poems by members of the class to be submitted at regular intervals and criticized by the whole group and the instructor. Prerequisite, 11 or its equivalent, and consent of the instructor. *Mr. Rigsbee.*

English 49S. Criticism. Selected readings in literary theory with emphasis on critics of this century. A long essay showing the student's progress in developing his own critical methods required. Individual and group consultation. Prerequisite, 21. Required for departmental Honors; open to seniors concentrating in English, and to others by permission of the department. *Mr. Marki.*

Environmental Studies

Environmental Studies 12S. Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. Offered in the spring semester, in alternate years. *Mr. Potter.*

Environmental Studies 29F. Man and His Environment. A consideration of the ecological problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Open to sophomores. *Mr. McManus.*

Geology

Geology 11F. Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise. All-day field trip. *Mr. Potter.*

Geology 12S. Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution are emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises a week. All-day field trip. Prerequisite, 11. *Mr. Hawley.*

Geology 21F. Geomorphology. The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional process, and to climate. Field and classroom study of environmental

problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three class periods and three hours of laboratory or field study, with one extended field trip. Prerequisite, 11. *Mr. Hawley.*

Geology 23F-24S. Structural and Field Geology. A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three class periods and three hours of laboratory or field exercises each week, plus at least two weekend field trips. Prerequisite 11, 12. *Mr. Hawley.*

Geology 25F. Mineralogy. Introduction to crystallography, crystal chemistry, and the origin of minerals. Identification of minerals by physical, spectrochemical, and X-ray diffraction techniques. Three class periods and three hours of laboratory. Field trips. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. *Mr. Potter.*

Geology 26S. Mineralogy. Introduction to silicates and other rock-forming minerals. Theory and techniques of optical mineralogy. Three class periods and three hours of laboratory. Field trip to Ontario. Forms a continuum with 25, but may be elected without 25 given consent of instructor. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. *Mr. Potter.*

Geology 28S. Glacial Geology. Theories of glacial climates, origin and movement of glaciers, glacial erosion and deposition. Three class periods and three hours of laboratory or field study each week. Prerequisite, 11. *Mr. Potter.*

Geology 31. Igneous Petrology. A study of the chemistry, minerology and origin of igneous rocks in the light of experimental data and field occurrence. Three class periods and three hours of laboratory. Weekend field trip to New England. Prerequisite, 26 or 11 and consent of instructor. (Not offered 1974-75).

Geology 32. Sedimentary and Metamorphic Petrology. The chemistry, mineralogy, and origin of sedimentary and metamorphic rocks in the light of experimental data and field occurrence. Meetings and prerequisites same as 31. May be elected without 31. (Not offered 1974-75).

Geology 33-34. Advanced Historical Geology. (Not offered 1974-75).

Geology 50S. Senior Seminar. Study and group discussion of some broad topics related to the nature and evolution of the earth. Topics include seismic evidence for internal structure, gravity and isostacy, heat flow, paleomagnetism, structures of the ocean basins and continents, plate tectonics, and others selected by students. Student presentations required at each weekly meeting. Prerequisite, 11 and 12, and either 23-24 or 31 and 32, or consent of Department. *The Department.*

German

German 11F, 12S. German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. *The Department.*

German 11 + 12. Intensive Course for Beginners. Covers the work of two normal semesters of introductory German in one semester. Eight hours plus laboratory. Carries two semesters' credit. (Not offered 1974-75).

German 13F-S. Intermediate German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class a week and laboratory work. Prerequisite, 12. *The Department.*

German 15S. Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 13. *Mr. Colby.*

German 21F. Introduction to Literature. Reading of representative prose works, mainly *Novellen,* and poetry of the nineteenth and twentieth centuries. Analyses and discussion of texts in German, oral and written. Prerequisite, 13. *Ms. Weiss.*

German 23F, 24S. Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. *Mr. Liedke.*

German 32. The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. (Not offered 1974-75).

German 33. The Nobel Laureates of German Literature. The works of Gerhardt Hauptmann, Thomas Mann, Hermann Hesse, Heinrich Boll and Nelly Sachs evaluated in comparison with those of other prominent contemporaries such as Franz Kafka, R. M. Rilke, Heinrich Mann, et al. (Not offered 1974-75).

German 35F. German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch and Konrad Lorenz. Prerequisite, 21. *Mr. Colby.*

German 36S. German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter and the 17th-century poets, with particular emphasis on the development of

German as a literary medium. Prerequisite, 21. *Mr. Colby.*

German 40. German Romanticism. Study of the origins, literary expression and impact of the Romantic Movement in Germany. Prerequisite, 21. (Not offered 1974-75).

German 41. Goethe. Readings from Goethe's works with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 21. (Not offered 1974-75).

German 43S. German Poetry. Critical study and interpretation of German poetry. Prerequisite, 21. *Mr. Liedke.*

German 44. Contemporary German Literature. Readings in the literature of Austria, Germany and Switzerland and in the works of the writers in exile since World War II. (Not offered 1974-75).

German 50F-S. Senior Program. Study of a major topic of German literature of criticism. Open to seniors and required of concentrators. Prerequisite, 21. *Ms. Weiss.*

German 16. Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the 13th to the 19th century. (Not offered 1974-75).

Government

Government 12S. Comparative Politics. Introduction to the major concepts and approaches in the comparative study of governments and politics. Basic concepts such as power, decision-making, interest groups, political culture and political development are discussed in the context of an examination of selected Western and non-Western political systems. (Same as Kirkland 112F.). *Mr. Suttmeier.*

Government 14F-S. International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; policies and conflicts of the Great Powers; regional organizations. Analysis of selected problems. Search for patterns in international affairs. *Mr. Richardson.*

Government 16S. The American Political Process. Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. (Same as Kirkland 116S.) *Mr. Kweit.*

Government 18F. Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. *Mr. Rockwell.*

Government 19S. Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. *Mr. Rockwell.*

Government 21S. The Politics of Developing Nations. Break-up of traditional political systems; comparative colonial policies. Anti-colonial and nationalist revolts. Issues of political modernization: nation-building, single-party systems, role of the new elites, guerrilla warfare, rapid economic and social change. Prerequisite, two semester courses in Economics, Government or History. *Mr. Richardson.*

Government 22S. The Executive Process. An analysis of the recruitment and behavior of Chief Executives and their staffs on all levels of government with primary emphasis on the U. S. Presidency. Special attention to an analysis of the role and power of the Chief Executive and his relationships with the other branches of government. *Mr. Frantzich.*

Government 23. American Parties and Politics. The political party as the primary linkage between Americans and their political system. Examination of the parties' performance of this function and current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite, 16 or consent of the instructor. (Offered as Kirkland 223S, 1974-75).

Government 25F. Public Policy Formation. Nexus of large public and private organizations in making public policy. Emphasis on political economy, public choice models, budgeting and selected case studies. Prerequisite, 16 or consent of the instructor. *Mr. Kweit.*

Government 26S. Asian Politics. Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. *Mr. Suttmeier.*

Government 27S. International Law. Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two semester courses in Economics, Government or History. *Mr. Richardson.*

Government 28S. The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite, 16 or Kirkland 116 or consent of the instructor. *Mr. Frantzich.*

Government 29F-S. Introduction to the Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite, two semester courses in Government. *Messrs. Lewis* and *Suttmeier.*

Government 31F. Organization Theory. Study of

organizational phenomena such as decision-making, hierarchy, specialization and decentralization with special reference to the American political system. Prerequisite, 16 or consent of the instructor. *Mr. Lewis.*

Government 32F. Constitutional and Political Framework for Foreign Policy. Emphasis on roles played in decision-making by the President, Congress, State and Defense, public opinion. Selected case studies: Cuba, Viet Nam, arms control, Middle East, detente, aid programs. Open to sophomores. Prerequisite, two semester courses in Government, History or Economics. *Mr. Richardson.*

Government 33F. American Constitutional Development. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. *Mr. Rockwell.*

Government 34S. The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two semester courses in any combination in American Government or American History. *Mr. Rockwell.*

Government 35F-36S. Politics in Urban Area. A seminar concerned with the structure and function of urban political systems in the United States. 36 may not be taken as a separate course. Prerequisite, 16 and one other semester course in Government. *Mr. Kweit.*

Government 37. The Electoral Process. Examination of how politicians run for office. Emphasis on voting behavior, polling and demographic research. Consideration of campaign strategy, planning and organization. Prerequisite, 16 or consent of the instructor. (Not offered 1974-75).

Government 38S. Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science; policy for science and technology; influence of science and technology on policy. Focus on the United States with comparisons to Western Europe, the Soviet Union, China and the low-income countries. Open to sophomores. *Mr. Suttmeier.*

Government 42. The Politics of Sub-Sahara Africa. Case studies based on individual research. Emphasis on colonial regimes, *negritude*, African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U. N. interests in Africa. Open to juniors (Not offered 1974-75).

Government 45F. Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, 26 or consent of the instructor. *Mr. Suttmeier.*

Government 50F-S. Topics in Politics. Individual research project selected spring of the Junior year by the student with the approval of a faculty sponser and supervised by him. Culminates in a senior thesis. Required for departmental Honors. Open only to senior concentrators. *The Department.*

Semester in Washington. Director, *Mr. Frantzich.*

History

History 10F. Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. *Mr. Traer.*

History 11S. France in Modern Times. The development of French history, society, and culture from 1815 to the present. *Mr. Traer.*

History 12S. Kievan, Muscovite, and Early Imperial Russia. Russia from the ninth century to 1825, with emphasis on political and cultural interaction with its Turkic, Byzantine, and Western neighbors. *Mr. Haltzel.*

History 13. Imperial and Soviet Russia. Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and on continuity and change in the Old and New Regimes. Prerequisite, 12. (Not offered 1974-75).

History 14F. East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. *Mr. Lee.*

History 15S. East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western Pressures. Prerequisite, 14. *Mr. Lee.*

History 16F. American Colonial and Early National History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progresss of the Revolution, and the emergence of a new nation. *Mr. Millar.*

History 17S. American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. *Mr. Millar.*

History 18S. American Economic and Social History. A survey of American economic and social development, with an emphasis on economic change and its social consequences. *Mr. Ellis.*

History 19F. Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world

affairs since 1914. *Mr. Ellis.*

History 20F. Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. *Mr. Traer.*

History 21. Europe in the Nineteenth Century. Emphasis on social and economic, as well as political, history including demographic change, industrialization, the rise of new social classes, and the development of institutions and culture. (Not offered 1974-75).

History 22S. Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. *Mr. Traer.*

History 23S. Nazi Germany. A study of Hitler's rise to power and the Nazi dictatorship from 1933 to 1945, using political, economic, biographical, and sociological techniques of analysis. Open to sophomores. *Mr. Haltzel.*

History 24F. The Black Man in America. A survey of the relationship between Black and White societies in America, from colonial times to the present. Open to sophomores. *Mr. Millar.*

History 25S. South Asia. A survey of the history of the Indian subcontinent—India, Pakistan, and Bangladesh—from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. *Mr. Lee.*

History 26S. Seminar in American Colonial History. Selected problems in colonial history with an emphasis on the pre-Revolutionary period. Prerequisite, 16. *Mr. Millar.*

History 27F. Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. *Mr. Millar.*

History 28S. The American West Since 1781. A study of expansion, Indian-White relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth-century developments. *Mr. Ellis.*

History 29S. Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 19. *Mr. Ellis.*

History 30. Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth-century France. A reading knowledge of French desirable. Prerequisite, 10 or 11. (Not offered 1974-75).

History 31. Seminar on the Black Man in America. Analyses of the relationship between Black and White societies in America from documentary sources. Prerequisite, 24. (Not offered 1974-75).

History 32. Cultural History of Russia. A study of the various social classes which constituted the "material culture" of the Old Regime; the development of Russia's "spiritual culture," including art, architecture, and the history of ideas. Prerequisite, 13. (Not offered 1974-75).

History 33. Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language desirable. Prerequisite, 13. (Not offered 1974-75).

History 34F. Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 15. *Mr. Lee.*

History 35S. Modern China. Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 15. *Mr. Lee.*

History 38F. New York State. The political, economic, and social development of New York State; the role of New York in national and international affairs. Prerequisite, any two courses in American history. *Mr. Ellis.*

History 39F. Urban America. The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. *Mr. Ellis.*

History 41S. Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language desirable. Prerequisite, 20. *Mr. Traer.*

History 42. Seminar in Russian History. The problem of non-Russian nationalities in the Tsarist Empire and the Soviet Union with emphasis on the post-Stalin period. A reading knowledge of Russian or another European language desirable. Prerequisite, 13. (Not offered 1974-75).

History 49F. Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. *Mr. Lee.*

History 50F-S. Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required for departmental Honors. Prerequisite, 49. (Equivalent to Kirkland 500). *The Department.*

Mathematics

Mathematics 12S. Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, probability and statistics, computer science, mathematical recreations. May not be counted toward the fulfillment of the concentration. *Mr. Prichett.*

Mathematics 13F-14S. Calculus and Analytic Geometry. Introduction to the differential and integral calculus with topics from analytic geometry. *The Department.*

Mathematics 15F. Calculus and Analytic Geometry. A single semester review of the material of Mathematics 13-14. Offered only to those who have studied calculus but do not qualify for 21-22. Placement by the Department. Successful completion of 15 carries credit equivalent to 13-14. *Mr. Anderson.*

Mathematics 17F-S. Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures and machine language. Open to sophomores. *Mr. Anderson.*

Mathematics 21F. Differential Equations and Calculus. Continuation of the study of differential and integral calculus. The solution of elementary ordinary differential equations; first order methods and linear equations of higher order with emphasis on series methods. Prerequisite, 14 or 15. *Messrs. Birnbaum* and *Fowler.*

Mathematics 22S. Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues, mathematical and physical applications. Prerequisite, 21 or consent of the instructor. *Messrs. Atwood* and *Prichett.*

Mathematics 23F. Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit not granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 14 or 15. *Mr. Birnbaum.*

Mathematics 24S. Second Course in Probability and Statistics. The law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-square testing, Bayesian and non-parametric methods and introduction to experimental design and decision theory. Prerequisite, 23. *Mr. Birnbaum.*

Mathematics 26. Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 14 or 15. Offered in alternate years. (Not offered 1974-75).

Mathematics 28S. Graph Theory and Combinatorics. Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuity, planarity and coloring problems, duality: flows in networks and the Ford-Fulkerson algorithm with applications to resource allocation: applications to mathematical models in other disciplines. Prerequisite, 13, 15 or equivalent. *Mr. Smallen.*

Mathematics 31F. Advanced Calculus and Applied Mathematics. Selected topics from classical analysis including differential and integral calculus of several variables, vector differential and integral calculus of several variables, vector differential calculus, Fourier series, orthogonal functions, and special functions of particular interest to physical scientists. Prerequisites, 21 and 22. *Mr. Prichett.*

Mathematics 32S. Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31. *Mr. Prichett.*

Mathematics 33F. Modern Algebra. A study of algebraic structure; systems with one and two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 22. *Mr. Atwood.*

Mathematics 34S. Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations. Applicability of procedures to computer usage will be considered throughout the course. Prerequisite, 21 and the non-credit two week course in the use of the College's computing facilities or the equivalent. *Mr. Anderson.*

Mathematics 36F. Number Theory. Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, continued fractions. Prerequisite, 33 or the consent of the instructor. Offered in alternate years. *Mr. Prichett.*

Mathematics 38S. Advanced Linear and Abstract Algebra. Continuation of the linear and multilinear algebra of 22 and 33: exact sequences of abelian groups, tensor products, determinants; Galois theory and roots of polynomials. Prerequisite, 33. *Mr. Atwood.*

Mathematics 41F. Topology. An introduction to metric and general topology, including the study of metric spaces, topological spaces, compactness, connectedness, convergence of sequences and continuity of functions. Prerequisites, 31 and 33. *Mr. Fowler.*

Mathematics 42S. Real Analysis. The properties of real valued functions and functions between general

topological spaces; pointwise and uniform convergence of sequences of functions, Riemann and Lebesgue integration, differentiation, measure theory. Prerequisite, 41. *Mr. Fowler.*

Music

Music 11F-12S. Principles of Music. An examination of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear training, and sightsinging. Consideration of the problems of musical meaning, performance practice, and the means of transmission. No previous knowledge of music required, but must not be tone-deaf. 12 may be taken as a separate course only with consent of instructor. *The Department.*

Music 13-14S. Solo or Ensemble Performance I. The study of music through performance, in the form of either private instruction or chamber music with group coaching, in either voice or instruments. Prequisite, consent of the Department. This course pursued for two semesters will be equivalent to a one-semester course. Academic credit will be granted for either individual instruction or for work in chamber music, not for both. *The Department*

Music 15F-16S. Group Performance. The study of music through performance, either in the Choir, the Brass Choir, or in the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four semesters will be equivalent to a one-semester course. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit work in only one. *The Department.*

Music 23F-24S. Solo or Ensemble Performance II. A continuation of Music 13-14. Prerequisite, 13-14, and the consent of the Department. *The Department.*

Music 25. Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 11-12, Kirkland 101-102 or consent of the instructor. Alternates with 27. (Not offered 1974-75).

Music 27F. Problems in Classic and Romantic Music. The study of selected works from the Western tradition from 1720 to 1914, including those by major composers from Gluck to Mahler. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 11-12, Kirkland 101-102 or consent of instructor. Alternates with 25. *Mr. Bonta.*

Music 29F. Survey of Choral Literature. A systematic examination of representative works in the choral and choral-orchestral repertoire, from 1450 to the present; stylistic traits, performance practices and aesthetic considerations. Prerequisite, 11-12 or consent of the instructor. *Mr. Spear.*

Music 30S. Conducting. A study of the conductor's basic approach to the musical score, both instrumental and vocal, dealing largely with the physical skills needed for effective non-verbal communication with a musical ensemble. Prerequisite, 11-12 or Kirkland 101-102 or consent of instructor. *Mr. Spear.*

Music 33F-34S. Solo or Ensemble Performance III. A continuation of Music 23-24. Prerequisite, 23-24 and consent of the Department. Consent will be contingent upon the student's demonstrating sufficient growth in musical comprehension to justify further work in performance. *The Department.*

Music 43F-44S. Solo or Ensemble Performance IV. A continuation of Music 33-34. Prerequisite, 33-34 and consent of the Department. *The Department.*

Philosophy

Philosophy 11F. Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Not open to seniors. *The Department.*

Philosophy 18S. Political and Social Philosophy. Investigation of social and political concepts, with special emphasis on the concepts of legitimacy, equality, rights, and freedom. *Mr. Simon.*

Philosophy 21F-22S. History of Western Philosophy. A study of the philosophical classics of Western civilization. Consideration of the most important contributions of outstanding thinkers from early Greek times to the present. Open to sophomores. *The Department.*

Philosophy 23F-S. Symbolic Logic. A study of formal techniques for symbolizing arguments and evaluating inferences. 23F not open to freshmen. 23S not open to students concentrating in Mathematics. *Ms. Ring.*

Philosophy 31F. Islamic Thought. The faith, practices, history and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Religion 31.) *Mr. Blackwood.*

Philosophy 32S. Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 32.) *Mr. Blackwood.*

Philosophy 33. Philosophy of the Social Sciences. An

investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores. (Not offered in 1974-75).

Philosophy 34S. Contemporary Analytic Philosophy. A consideration of the important developments in twentieth century Anglo-American philosophy, with practice in the application of techniques of philosophical analysis. Prerequisite, 22, or the consent of the instructor. *Mr. Simon.*

Philosophy 35. Philosophy of Natural Science. A study of the philosophical presuppositions of natural science and the logic of scientific explanation. Open to sophomores. (Not offered in 1974-75).

Philosophy 36F. Chinese Religion and Thought. A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries. Emphasis upon the intensive reading of selected texts. Prerequisite, two courses in Religion or Philosophy, or the consent of the instructor. (Same as Religion 36). *Mr. Williams.*

Philosophy 38S. Philosophy of Law. Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. *Mr. Bowie.*

Philosophy 39F. Distributive Justice. Intensive consideration of the utilitarian, egalitarian, and socialist theories of distributive justice, with a view to the formulation of new theories. A background in Economics or Government is desirable. Prerequisite, one semester course in Philosophy. *Mr. Bowie.*

Philosophy 41F. Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Religion 41.) *Mr. Blackwood.*

Philosophy 42S. Seminar in Epistemology and Metaphysics. Advanced study of some of the principal problems in epistemology and metaphysics such as determinism and the nature of mind, with emphasis on recent work in these areas. Prerequisite, two semester courses in Philosophy or the consent of the instructor. *Ms. Ring.*

Philosophy 45F. Seminar in Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two semester courses in Philosophy. *Mr. Simon.*

Physics

Physics 11F-12S. Principles of Physics. An introduction to the principles of physics including mechanics, electricity and magnetism, quantum physics and the special theory of relativity. Open to freshmen and others who expect to take only one course in college physics. Three class hours and three laboratory hours. *Messrs. Cameron* and *Huff.*

Physics 13F-14S. Principles of Physics. Essentially the same topics as 11-12 but with calculus. Primarily for students who expect to major in science. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three class hours and three laboratory hours. *Mr. Ring.*

Physics 15F. The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. *Mr. Pearle*

Physics 16. Introduction to Astronomy. An introduction to the earth-moon system, the solar system, stellar population, the sun as a typical star, stellar evolution, galaxies, and cosmology. (Not offered 1974-75).

Physics 21F-22S. Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles and systems, the two-body problem wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14 or Mathematics 13-14 and Physics 11-12. *Mr Millet* and *Mr. Pearle.*

Physics 23F. Electronics. An introduction to linear circuit analysis in conjunction with laboratory work in circuits, devices and instruments. Includes such topics as AC circuit theory, complex numbers, vacuum tubes, semi-conductors, transistors, oscillators and amplifiers. One of the purposes is to prepare students to use electronic equipment, notably oscilloscopes, in experimental work. Prerequisites, 13-14 or Mathematics 13-14 and Physics 11-12. Three class hours and three laboratory hours. *Mr. Pearle.*

Physics 24S. Electricity and Magnetism. The empirical laws of Gauss, Faraday, and Ampere studies in conjuction with special relativity and conservation laws. Derivation of Maxwell's equations in differential and vector form. Application to dielectric and magnetic materials. Includes such topics as vector analysis, electrostatic potentials, Laplace's equation, Ohm's law, vector potential, displacement current, dipole moments, and ferro-magnetism. The devices and techniques of 23 are used to study electron trajectories in electric and magnetic fields as well as the properties of dielectric and magnetic materials. Prerequisite, 23. Three class hours and three laboratory hours. *Mr. Ring.*

Physics 25F. Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Elements of kinetic theory of gases such as mean free path, viscosity, self-diffusion, and thermal conductivity. Applications to various physics systems. Prerequisites, 13-14, or 11-12 and Mathematics 13-14. *Mr. Ring.*

Physics 31. Electrodynamics. Fields; Maxwell's equations; electro-magnetic wave propagation; boundary value problems; retarded potentials; wave guides; connections with special relativity theory through tensor treatment. Prerequisites, 21-22 and 24. (Not offered 1974-75).

Physics 33F. Physical Optics. The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours. *Mr. Millet.*

Physics 35F. Atomic Physics. Atomic phenomena and the underlying theory, quantum mechanics, with emphasis on the theory as it relates to experimental observation. Includes such topics as the photoelectric effect, Compton scattering, atomic spectra, the uncertainty principle, the square-well problem, the harmonic oscillator, angular momentum and the hydrogen atom. Experiments include photoelectric effect, electron scattering in gases and X-ray diffraction from crystals. Prerequisites, 21-22 and 24. Three class hours and three laboratory hours. *Mr. Huff.*

Physics 36. Nuclear Physics and Elementary Particles. Principal properties of the atomic nucleus analyzed by applying quantum mechanics to simplified nuclear models. Introductory group theory, conservation laws, and current theories of elementary particle. Includes such topics as scattering theory, the Weizacker semiempirical mass formula, the shell model, the optical model and the eight-fold way. Experimental equiptment includes a neutron generator, a bubble-chamber scanning table, crystal and surface barrier detectors, coincidence circuits, and counting devices. Prerequisite, 35. Three class hours and three laboratory hours. (Not offered 1974-75).

Physics 38S. Solid State Physics. Study of the crystalline state of matter. Topics include periodic lattice structure, reciprocal lattice, lattice dynamics, allowed electronic energy states, Brillouin zones, and Fermi surfaces. Applications to such problems as semi-conductors and the dielectric and magnetic properties of solids. Prerequisites, 25 and 35. *Mr. Huff.*

Physics 40S. Quantum Mechanics. A formal development of the basic theory and applications to physical systems. Exact and approximate methods of solution of eigenvalue problems and scattering problems. Selected topics such as invariance and conservation laws, angular momentum, harmonic oscillator, Bose-Einstein and Fermi-Dirac statistics, quantum field theory, interaction of charges with the electromagnetic field, Lippmann-Schwinger scattering equaton. S-matrix and dispersion approaches to scattering. Prerequisites, 25 and 35. *Mr. Pearle.*

Psychology

Psychology 10F-S. Science of Mental Life. An introduction to the study of cognitive processes. Topics such as sensory processes, perception, learning, motivation, memory, thinking and language. *Messrs. Gescheider* and *Herrmann.*

Psychology 15F-S. Introduction to Experimental Psychology. Experimental study of animal and human behavior. Topics such as conditioning, learning, motivation, memory and the physiological bases of behavior. Laboratory work involving experiments with rats and humans. Three hours of laboratory. Prerequisite, 10 or Kirkland 111, 112, or 114. *Mr. Vaughan.*

Psychology 21F. Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in the social sciences. Three hours of lecture and three hours of laboratory. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) *Mr. Herrmann.*

Psychology 22S. Research Methods in Psychology. A study of research methods employed in contemporary psychology. Topics such as instrumentation, experimental design, measurement and data analysis. Prerequisites, 15 and 21. *Mr. Gescheider.*

Psychology 27. Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning and attentional processes in learning. Experiments with animal or human subjects. Three hours of lecture and discussion and three hours of laboratory. Prerequisite, 15. (Not offered 1974-75).

Psychology 28S. Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory and learning. Three hours of lecture and three hours of laboratory. Prerequisite, 15. *Mr. Vaughan.*

Psychology 35F. Perception and Psychophysics. A study of the psychological and physiological

properties of sensory and perceptual processes. Three hours of lecture and three hours of laboratory. Prerequisites, 15 and 21 which may be taken concurrently. *Mr. Gescheider.*

Psychology 36S. Cognitive Psychology. A study of the processes by which the sensory input to the organism is transformed, reduced, elaborated, stored, recovered, and used. Three hours of lecture and three hours of laboratory. Prerequisite, 15. *Mr. Herrmann.*

Psychology 38. Human Learning and Memory. A study of human learning: retention and forgetting, transfer of training, concept formation and language acquisition. Three hours of lecture and three hours of laboratory. Prerequisites, 15 and 21 which may be taken concurrently. (Not offered 1974-75).

Psychology 39. Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 10 or 15. (Not offered 1974-75).

Psychology 41S. Special Topics in Experimental Psychology. Topic for 1975: Mechanisms of attention: a survey of the experimental and theoretical literature on attentional processes as related to memory, learning, and perception. Prerequisite, 15. *Mr. Gescheider.*

Psychology. 43F. Historical and Theoretical Foundations of Contemporary Psychology. Historical and current psychological problems with particular reference to major theoretical positions. Prerequisite, three courses in psychology. Open to Juniors. *Mr. Herrmann.*

Religion

Religion 11F. Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present. Particular attention to the temporal, spatial, and dynamic aspects of the relation between man and what he conceives to be reality. Not open to juniors and seniors. *Mr. Williams.*

Religion 12S. Gods and Myths of Western Man. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. The manifestations of the sacred in the myths, rituals, doctrines, and institutions of Judaeo-Christian religion and of modern functional equivalents such as forms of nationalism, communism, and humanism. Not open to juniors and seniors. *Mr. Endy.*

Religion 21F. The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. *Mr. Endy.*

Religion 22S. The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Special attention to the cultural and religious background of the ancient Near East and to the light archaelogy has shed upon the Bible. Open to sophomores.

Religion 23F. American Religious Thought—The Protestant Era. An historical study of important developments in American religious thought and life and of American civil religion from the beginnings to about 1920. Designed as a comprehensive introduction to Protestant theology and its cultural impact and to the religious aspects of American intellectual history. Prerequisite, one course in Religion or American History. *Mr. Endy.*

Religion 26F. Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Open to sophomores. *Mrs. Williams.*

Religion 31F. Islamic Thought. The faith, practices, history and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two semester courses in Philosophy or Religion. (Same as Philosophy 31.) *Mr. Blackwood.*

Religion 32S. Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 32.) *Mr. Blackwood.*

Religion 34S. Religion, the State, and Violence. A study of the forms of moral reasoning and theological developments found in certain religious traditions on the state and on the uses of coercion. Analysis of ethical positions on the state, violence, war, pacifism, non-violent social change, and related moral issues. Prerequisite, one course in Religion. *Mr. Endy.*

Religion 35S. Religion in 20th Century America. A study of American religious thought and life in the twentieth century. Emphasis on mainstream Protestant, Catholic, and Jewish developments and on American civic piety. Prerequisite, one course in Religion or consent of instructor. *Mr. Endy.*

Religion 36F. Chinese Religion and Thought. A history of Chinese religion. The Confucian classics and the development of Confucianism; Taoism; the introduction of Buddhism and its history in China; the impact of Chinese religion upon neighboring countries. Emphasis upon the intensive reading of selected texts. Prerequisites, two courses in Religion or Philosophy, or the consent of the instructor. (Same as Philosophy 36.) *Mr. Williams.*

Religion 37F. Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Prerequisite, one course in Religion or consent of the instructor. *Mr. Tibbetts.*

Religion 38S. Religious Cults in America. The examination of social foundations, history and beliefs of various religious groups which have diverged from the mainstream of orthodox Christianity. Particular attention will be devoted to Mormonism, Seventh-Day Adventism, Christian Science, and the Jehovah's Witnesses. Field trips to area churches are among the course requirements. Prerequisite, one course in Religion or consent of the instructor. Alternates with 39. *Mr. Tibbetts.*

Religion 39. Sectarianism. A study of conversion, revivalism and pentecostal phenomena in contemporary American religious life. Attention also devoted to groups which emphasize the importance of spiritual experience, such as the Baha'i World Faith and the Society of Friends. Requirements include field trips to area churches and a project in which students evaluate in depth a religious sect or group of their choice. Prerequisite, one course in Religion or consent of the instructor. (Not offered in 1974-75).

Religion 41F. Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 41.) *Mr. Blackwood.*

Religion 43. The Attack Upon and Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in Religion, or Philosophy 21-22, or consent of the instructor. Alternates with 44. (Not offered 1974-75).

Religion 44S. European Religious Thought in the 20th Century. An intensive study of selected works by such thinkers as Barth, Buber, Berdyaev, Teilhard de Chardin, and Tillich. Special emphasis upon the development of a religious understanding of man. Prerequisite, two courses in Religion or the consent of the instructor. Alternates with 43.

Religion 46. Seminar in Theology. An intensive study of one or two major theologians or schools of thought in Western religion. Prerequisite, two courses in Religion. (Not offered 1974-75).

Romance Languages

French 11F. First Semester French. A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Four class hours and laboratory work. *Mrs. Davis.*

French 12F-S. Second Semester French. Further work in aural comprehension, speaking, reading and writing. Prerequisite 11. Four class hours and laboratory work. *Mrs. Cholakian.*

French 13F-S. Third Semester French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Four class hours and laboratory work Prerequisite, 12. *Mr. Hamlin.*

French 15F. Spoken French. Designed for students who plan to take advanced courses in French but do not believe they have sufficient competence in the spoken language. Building of vocabulary, exercises in pronunciation. Conversation, oral presentations, work with radio, records, tapes. Five class hours and laboratory work. Class limited to 15 students. Prerequisite, 13 and consent of the instructor. *Mr. Cholakian.*

French 20F-S. Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. *Mr. Cholakian.*

French 21F-S. Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. *Messrs. Hamlin* and *Cholakian* and *Mrs. Davis.*

French 25F. Contemporary France. Attitudes, customs, social structure, and institutions and problems in present-day France. Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. *Mr. Davis.*

French 30S. French Classicism. Study and analysis of important texts of the 17th century. Written and oral reports and *explications de texte* . Taught in French. Prerequisite, any 20-level course or consent of the Department. *Mrs. Cholakian.*

French 31. The Age of Enlightenment. Study and analysis of 18th-century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1974-75).

French 32F. Nineteenth Century French Novel. Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and oral reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. *Mr. Cholakian.*

French 33. Twentieth Century French Prose. Study and analysis of French literature and thought in the

20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1974-75).

French 34S. French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes.* Taught in French. Prerequisite, any 20-level course or consent of the Department. *Mr. Hamlin.*

French 35F. Contemporary French Theater. French theater in the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. *Mr. Hamlin.*

French 36. The Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Not offered 1974-75).

French 37F. Special Topics. 1974-75: Studies in the Modern Novel. An examination of non-conventional techniques in the works by 20th century authors from Proust and Gide to the "new novelists," Butor, Robbe-Grillet, Simon and Pinget. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or the consent of the Department. *Mr. Davis.*

French 38. French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Not offered 1974-75).

French 39S. Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 20-level course or consent of the Department. *Mrs. Davis.*

French 40S. Medieval French Literature. Brief introduction to Old French; reading selections from important authors, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. *Mr. Cholakian.*

French 50S. Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. *The Department.*

Speech

Spanish 11F-S. First Semester Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four class hours and laboratory work. *Mr. Tittler.*

Spanish 12F. Second Semester Spanish. Further work in aural comprehension, speaking, reading and writing. Four class hours and laboratory work. Prerequisite, 11. *Mr. Tato.*

Spanish 13F-S. Third Semester Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Four class hours and laboratory work. Prerequisite, 12. *Mr. Tato.*

Spanish 21S. Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 13 or consent of the Department. *Mr. Tittler.*

Spanish 23F. Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation, based on selected reading. Written exercises. Taught in Spanish. Prerequisite, Spanish 13 or consent of the Department. *Mr. Tato.*

Spanish 24S. Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. 1974-75: emphasis on the poetry, culture and beliefs of the Latin-American Black, with reference to the Indian and to the Mexican Revolution as reflected in Spanish-American literature. Outside reading and discussion. Taught in Spanish. Prerequisite, 13 or consent of the Department. *Mr. Tato.*

Spanish 25. Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of modern Spanish character with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. (Not offered 1974-75).

Spanish 26F. Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American Literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Taught in Spanish. Prerequisite, 13 or consent of the Department. *Mr. Tato.*

Spanish 30. Spanish Theater of the Golden Age. Study of important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading and written reports. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1974-75).

Spanish 31F. Golden Age Prose. Study of major works of the 16th and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. *Mr. Tittler.*

Spanish 32. Contemporary Spanish-American Literature. Spanish-American Literature from the end

of the 19th century to the present. Special emphasis on the new narrative forms of contemporary Spanish-American Literature. Lectures, discussions, outside reading and written assignments. Taught in Spanish. Prerequisite, any 30-level course or consent of the Department. (Not offered 1974-75).

Spanish 33S. Romanticism. Study of Romantic drama, poetry and prose, including Larra, the Duque de Rivas, Espronceda, Zorrilla, Becquer and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. *Mr. Tittler.*

Spanish 35. The Realistic Novel. Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdos, but including novels by Alarcon, Valera, Pardo Bazan, Clarin and Blasco Ibanez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1974-75).

Spanish 36. The Generations of 1898 and 1927. The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. (Not offered 1974-75).

Spanish 37S. Special Topics in Hispanic Literature. 1974-75: The contemporary Spanish and Spanish-American novel. Discussions, outside reading and written work. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. *Mr. Tato.*

Spanish 50S. Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. *The Department.*

Russian

Russian 11F. First Semester Russian. An introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work. *Mr. Young.*

Russian 12S. Second Semester Russian. Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class and laboratory work. Prerequisite, 11. *Mr. Young.*

Russian 13F. Third Semester Russian. Systematic review of structure with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 12 or equivalent. *Mr. Young.*

Russian 20S. Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 13 or equivalent. *Mr. Young.*

Russian 21F. Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13 or equivalent. Alternates with 23. *Mr Young.*

Russian 23. Late Nineteenth Century Russian Literature. Readings, discussion, and reports in Russian on selected 19th-century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13 or equivalent. Alternates with 21. (Not offered 1974-75).

Russian 32. Soviet Literature. Readings, discussions and reports in Russian on selected 20th-century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 13 or equivalent. Alternates with 16. (Not offered 1974-75).

Russian 16S. Russian Literature in the Nineteenth Century. A survey of Russian prose fictionin translation, including some of the major works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Alternates with 32. *Mr. Young.*

Speech 10F. Introduction to Speech. A study of theory and practice in Speech from its classical foundations to the present. Readings in rhetorical theory from Plato and Aristotle to Richards, Burke and McLuhan. Practitioners from Demosthenes and Cicero to Cleaver, John Kennedy and Nixon. *The Department.*

Speech 11F-S. Public Speaking. Introduction to practice in spoken communication. Training in research, organization, writing and delivery of speeches. Oral and written criticism. Private conferences with instructor. Videotaping when practicable. In 1974-75, open to sophomores and juniors only. Beginning 1975-76, prerequisite, 10. *The Department*

Speech 21S. Advanced Public Speaking. Several major speeches prepared by independent research and writing complemented by consultation with instructor and criticism by both instructor and other members of class. Use of videotape equipment. Specific assignments and criticism adapted to intended professional interests of student. Prerequisite 11 and consent of the instructor. *Mr. Wright.*

Speech 31S. Problems in Contemporary Communication. Examination of the processes of oral communication (interpersonal, intercultural and interethnic) as affected by electronic media, and modern research in semantics, Anthropology, etc. Special emphasis on communication techniques in advertising and public relations, and on current controversies between government and the

broadcasting industry. Open to sophomores. *Mr. Todd.*

Speech 34F. The Rhetoric of American Reform Movement. A study of the persuasion and the organizational techniques used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, Civil Rights, etc. Lectures and students' oral reports. Open to sophomores. *Mr. Todd.*

Speech 35F. The American Audience. A study of the American as a listener. Research into some of the influences (sociological, psychological, effects of mass media, advertising, etc.) on American listening habits. Efforts to describe the American audience and to arrive at some informed speculation on implications for personal and public communications in contemporary society. Open to sophomores. Alternates with 32. *Mr. Wright.*

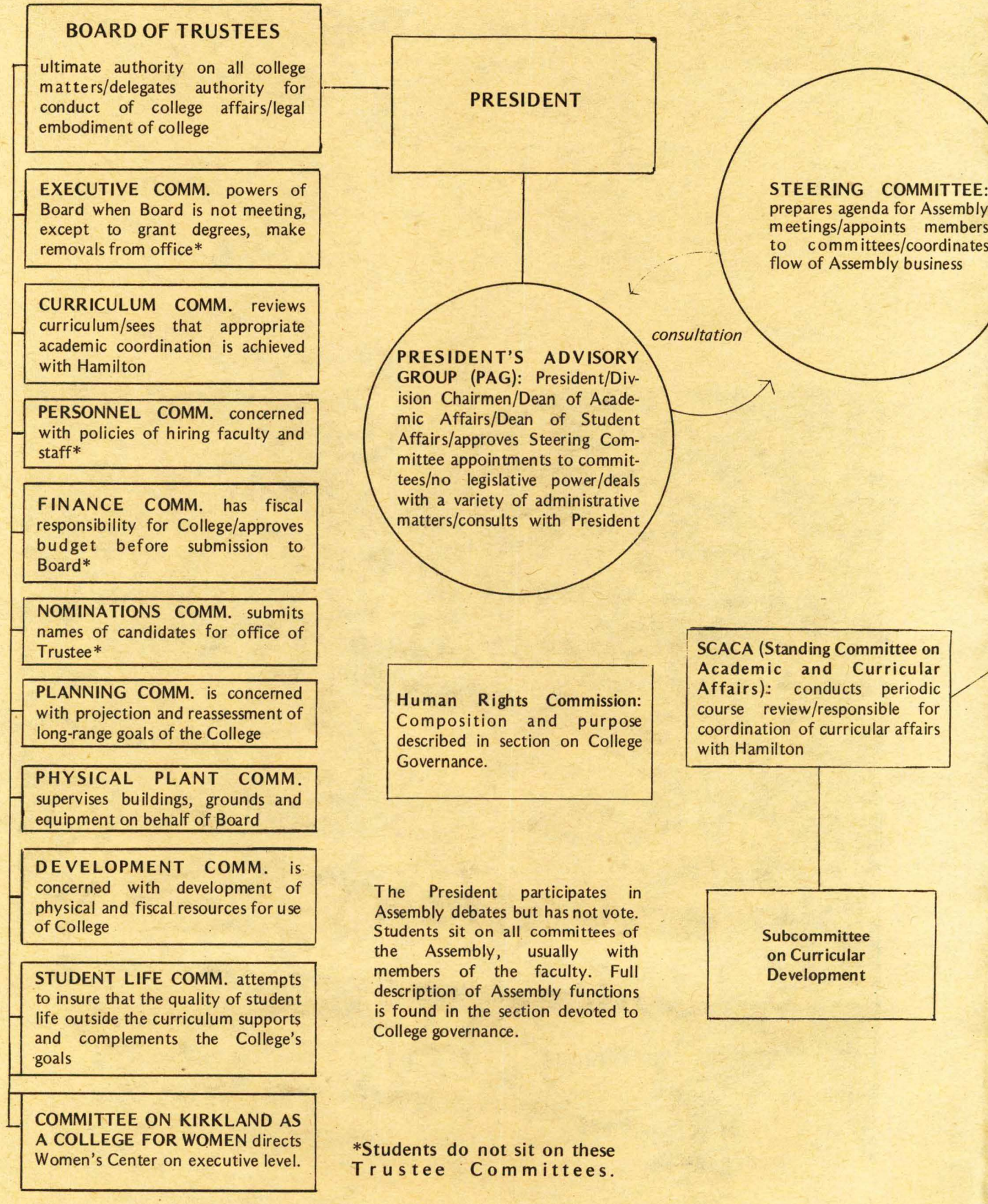
Speech 40. The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign with special attention to the ways in which issues are identified and set forth. Prerequisite, 11 and one 30-level course. (Offered only in presidential election years.)

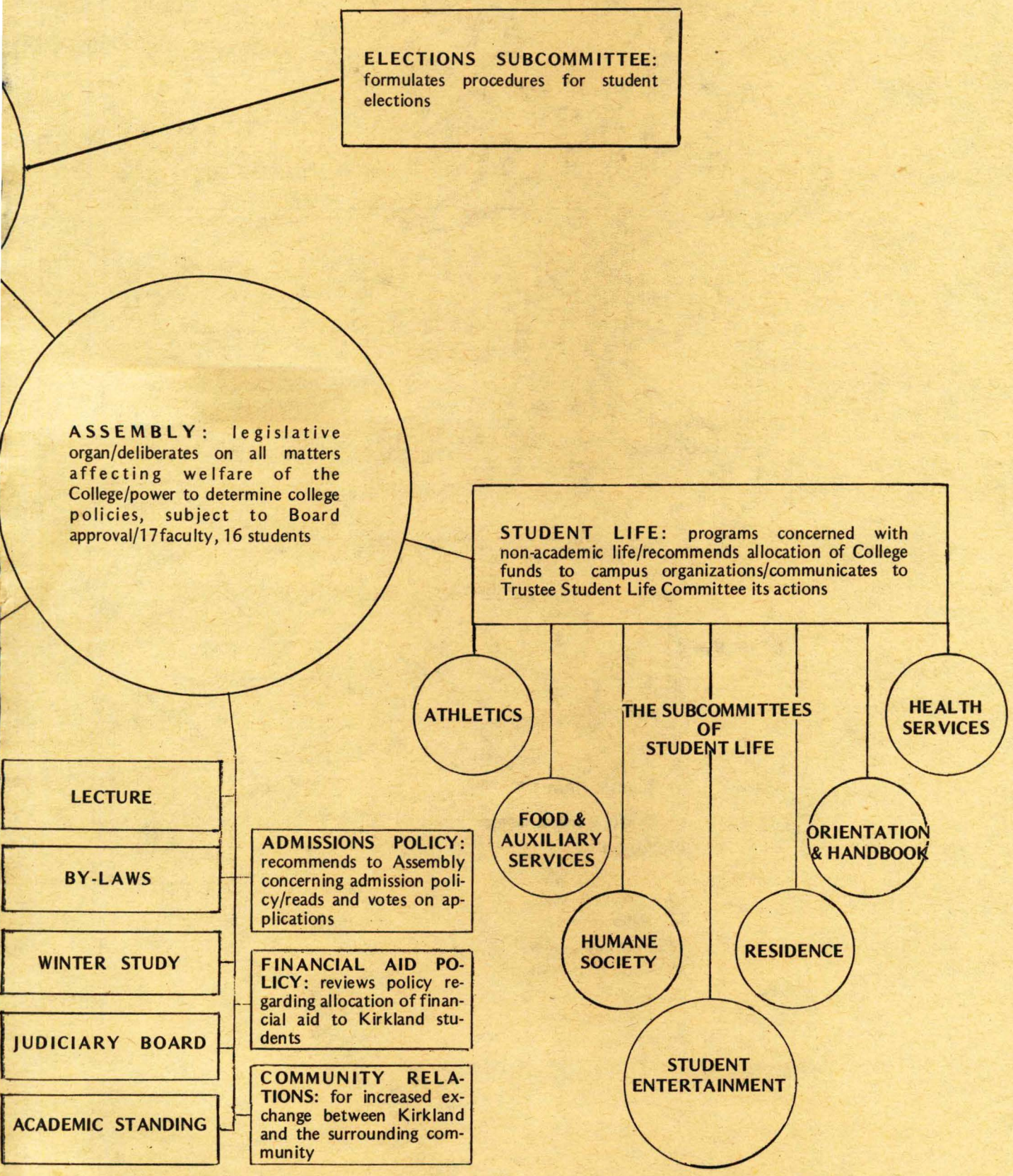
Index

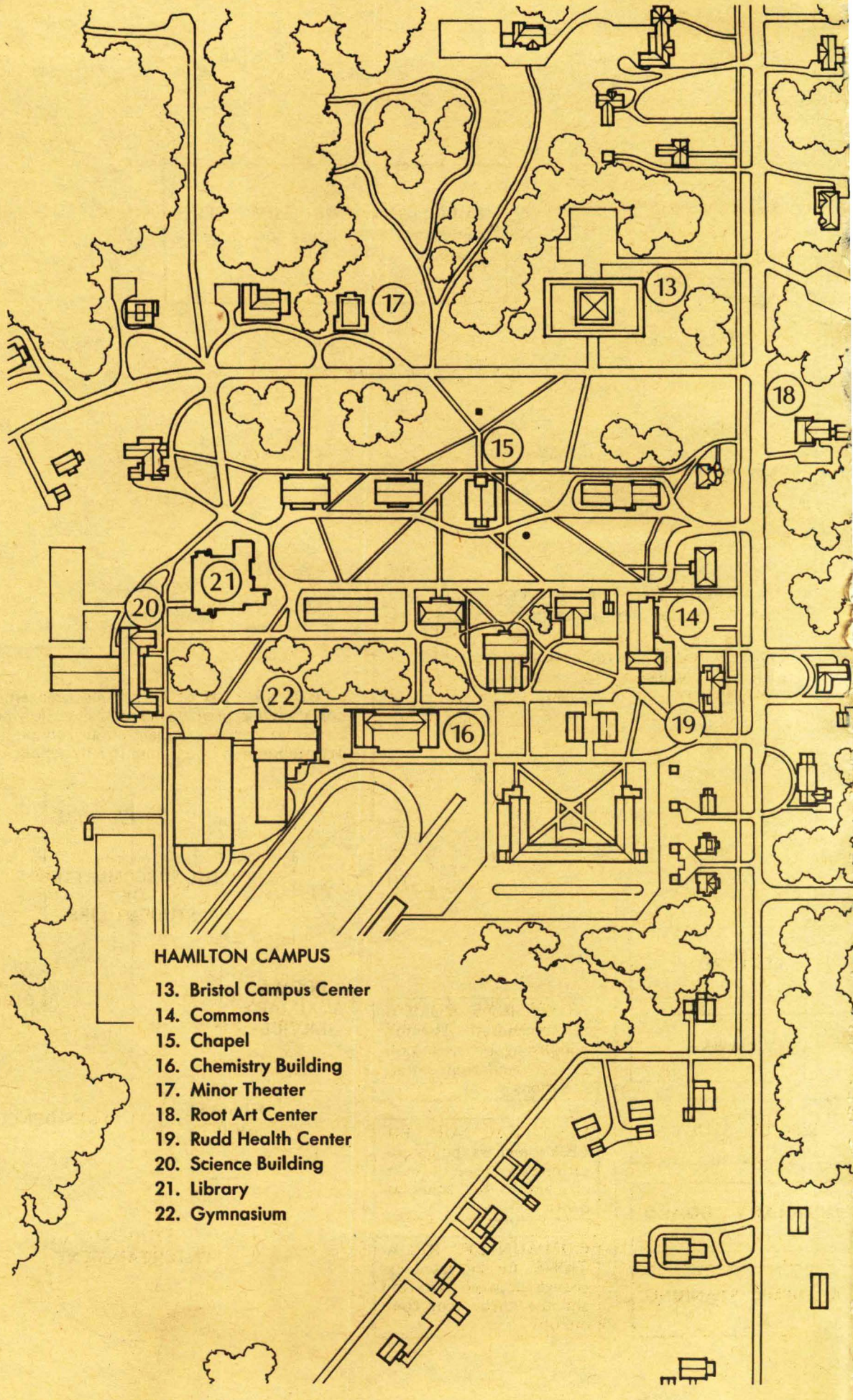
Academic advising 10, 13, 34, 63-64, 118-121, 154
Academic calendar 149
Academic information 157-159, 208
Academic standing 157
Activities, extracurricular 34, 42, 45
Accreditation 36
Administration (Kirkland College), listing of 139-141
Admission 16-19
Admission criteria 16-19, 23
Admission Committee 19
Admission, deferred 25
Admission, Director of 16-19
Admission, early 25
Admission, early decision 25
Admission, interview 16-19
Admission, mid-year 26
Admission, transfer 26
Advanced placement 27
Advising, academic 10, 13, 34, 63-64
Advising, freshman 10, 13, 63-64
Advisor, Faculty 10, 13, 63-64, 118-121
Advisor, student 10, 13, 118-121
Affirmative action statement 144-146
American Studies, concentration requirements 163
American studies, courses 163-164
Ancient civilization, courses 192
Anthropology, concentration requirements 179
Anthropology, courses 179-180, 188-191
Appendix 127-149
Application dates 24
Application fees 24
Aptitude tests 19, 23
Art, concentration requirements 84, 87, 159
Art courses 160-161, 189
Art history, concentration requirements 164
Art history courses 164-165, 189
Assembly 11, 15, 46, 47
Associates (Kirkland) 122-123
Athletic facilities 45
Attendance (class) 157
Automobiles 142,143
Bills, payment of 15
Biology courses 189-190
Black and Puerto-Rican Union 42-44
Board of Trustees 11, 36, 48, 127-128
Bookstore 48
Botany, concentration requirements 176-177
Botany, courses 177-179
Bristol Campus Center 43, 48
Buildings 37
Burke Library 43
Calender, academic 149
Campus jobs 30
Campus location 37
Campus map .....*back endpaper*
Career Center 30, 48, 118- 121
Ceramics courses 160, 161
Chapel 43
Chemistry courses 190-191
Child development courses 183-184
Chinese 156, 165
Choir (see Music organizations)
Classics courses 191-192
Clinical psychology 183-184
Clinton 36-37
Coed dormitories 15
Collections, library 43
Committees
(student/faculty/administration) .....17-18, 34-35, 37 -49
Concentration, areas of 17, 71, 72, 82, 153
Cooperative dormitory 15
Coordination 13, 15, 36, 48
Course evaluation form 15
Courses, Hamilton College 188-208
Courses, Kirkland College 157-187
Creative writing courses (see Writing Courses)
Credits 157
Credit, summer school 157
Critical language program 156, 165
Dance courses 161
Dean of Academic Affairs 61-62
Dean of Student Affairs 34, 56-58
Deferred admission 25
Degree 153
Degree requirements 153
Departments, academic (see Hamilton Courses)
Dining hall 37
Disciplines, academic 11
Divisional structure 11, 68
Dormitories 15, 143
Drama courses 161-162
Drawing courses 160
Early admission 25
Early decision 25
Economics courses 192-193
Educational Opportunity Grants 30

Education, concentration requirements 180
Education courses 180-182, 193-194
Education, Kirkland philosophy of 11, 17, 85-86
Egg in McEwen Hall 3
Emerson Library 43
English courses 165, 194-195
Environmental studies courses 195
Evaluations, sample 60
Experimental psychology courses 203-204
Extracurricular activities 42
Faculty advisor 10, 13, 60
Faculty, Hamilton College 131-138
Faculty, Kirkland College 128-131
Faculty, Kirkland College, attributes of 11, 18
Fees 27-28
Field works 29, 155
Film courses (see Photography Courses)
Financial aid 24, 29-30, 48
Foreign language requirements 163, 165
French courses 205-206
Geology courses 195-196
German courses 196-197
Governance, community 47
Governance, community, schematic diagram of 212-213
Government, concentration requirements 182
Government courses 182-183, 197-198
Grade system 10
Graduation fee 29
Greek courses 191
Greek (modern) 156
Guest senior program 27
Gynecologist, consulting (see Health Center)
Hamilton College, coordination with 13, 15, 36
Hamilton College Courses 188-208
Hamilton College, cross-registration 13
Hamilton College
facilities shared with 13, 35, 36, 48, 139-141
Handbook, student 37, 42
Health center 42, 48
Hebrew courses 166
Higher education opportunity program 24-25, 48
History courses 166-168, 198-199
History of science courses 177-179
Humanities Division, concentration requirements 87, 163, 168
Humanities courses 168-169
In-absentia program 155
Independent study 10, 12, 14, 70, 73, 81-82, 155
Infirmary 42
Insurance coverage for students 42
Interview, admission 16-19, 24
"Irrespective of age" 29
Italian courses 156
Japanese courses 156
Jewish Studies 86, 169-170
Jobs (see Career Center)
Johnson Building 37
Junior year abroad 155
Kirkland College courses 159-187
Kirkland College general information 9-13
Kirkland College, history of 36
Kirner Building 37
Latin courses 191
Language requirements 23, 157
Liberal arts 14-15
List Arts Center 37
Literature, concentration requirements 170
Literature courses 170-174
Loans (see Financial Aid)
Location of Kirkland College 12, 55-56
Matriculation fee (see Admission)
Map of Kirkland and Hamilton Colleges ..... *back endpapers*
Mathematics courses 200-201
McEwen Hall 37
Medical services (see Health Center)
Minor Theatre 43, 48
Music, concentration requirements 84
Music courses 162-163, 201
Musicsorganizations 42
National direct student loan 30
National Merits Scholarships (see Admission)
New York State Education Assistance Corporation 30
New York State Regents Scholarships 30
New York State Tuition Assistance Program 30
Newspaper, student (see Spectator)
Non-payment of fees 29
Off-campus study 156
Off-campus work 155
Organizations, student 45
Orientation, student 53-54
Outing Club 45
Overall fee 27-28
Over-election of courses 29
Painting courses 160, 181
Parents' confidential statement 24, 30
Parents, notice to 15
Part-time students 26-27
Payment of bills 15, 29
Philosophy, concentration requirements 174
Philosophy courses 175-176, 201-202
Photography courses 160-161
Physical education 45
Physics courses 202-203
Placement, career 30, 38, 118-121
Planned parenthood clinic 42
Portuguese 156
President of Kirkland College 11, 13-15, 64, 144
Printmaking courses 160
Prizes, Watrous 64
Programs-in-absentia 155
Psychologist, clinical (see Health Center)
Psychology, concentration requirements 183
Psychology courses 183-184, 203-204
Publications, student 42
Public order, rules and regulations for 142-143
Radio station, student 42
Refunds 29
Registrar, office of 48
Religion 42
Religion courses 204-205
Residence halls 37-41
Romance languages courses 205-206
Rooming procedures 143
Root Art Center 48
Rules and Regulations 142-143
Russian courses 207
Scholarships 30
Sciences, concentration requirements 87, 176-177
Science, History of, courses 177-179
Sculpture courses 160-161
Secondary school preparation (see Admission)
Second Decade 122-124
Senior interview 107-118
Senior project 10, 12, 80-81
Senior study-in-absentia 156
Separation from College 15
Social Sciences, concentration requirements 87, 179
Social Sciences courses 179-187
Social psychology courses 184
Sociology, concentration requirements 184
Sociology courses 184-187
Spanish courses 206-207
Special programs 155
Special students admission 26
Spectator, The 42

Speech courses 207-208
Standing Committee
on academic and curricular affairs 147-148
Student activities and organizations 37-47
Student advisors 10, 13
Student Handbook 13, 37, 42
Student life 34, 37, 49-58
Student questionnaires 49-51
Students, responsibilities of 10, 11, 15, 18, 35, 157
Studios, art and music (see Arts Division)
Swahili courses 156
Transfer students 157
Trustees, Board of 127-128
Turkish 156
Union of Experimenting Colleges and Universities 36
Visiting student admission 26
Washington seminar 156
Winter study 29, 91, 104, 153
Work/study 10. 12, 29, 74-78, 156
WHCL-FM 42
Writing courses 163, 195


BOARD OF TRUSTEES
ultimate authority on all college matters/delegates authority for conduct of college affairs/legal embodiment of college
PRESIDENT
EXECUTIVE COMM. powers of Board when Board is not meeting, except to grant degrees, make removals from office*
CURRICULUM COMM. reviews curriculum/sees that appropriate academic coordination is achieved with Hamilton
PERSONNEL COMM. concerned with policies of hiring faculty and staff*
FINANCE COMM. has fiscal responsibility for College/approves budget before submission to Board*
NOMINATIONS COMM. submits names of candidates for office of Trustee*
PLANNING COMM. is concerned with projection and reassessment of long-range goals of the College
PHYSICAL PLANT COMM. supervises buildings, grounds and equipment on behalf of Board
DEVELOPMENT COMM. is concerned with development of physical and fiscal resources for use of College
STUDENT LIFE COMM. attempts to insure that the quality of student life outside the curriculum supports and complements the College's goals
COMMITTEE ON KIRKLAND AS A COLLEGE FOR WOMEN directs Women's Center on executive level.
STEERING COMMITTEE: prepares agenda for Assembly meetings/appoints members to committees/coordinates flow of Assembly business
consultation
PRESIDENT'S ADVISORY GROUP (PAG): President/Division Chairmen/Dean of Academic Affairs/Dean of Student Affairs/approves Steering Committee appointments to committees/no legislative power/deals with a variety of administrative matters/consults with President
Human Rights Commission: Composition and purpose described in section on College Governance.
SCACA (Standing Committee on Academic and Curricular Affairs): conducts periodic course review/responsible for coordination of curricular affairs with Hamilton
Subcommittee on Curricular Development
The President participates in Assembly debates but has not vote. Students sit on all committees of the Assembly, usually with members of the faculty. Full description of Assembly functions is found in the section devoted to College governance.
*Students do not sit on these Trustee Committees.


ELECTIONS SUBCOMMITTEE: formulates procedures for student elections
ASSEMBLY: legislative organ/deliberates on all matters affecting welfare of the College/power to determine college policies, subject to Board approval/17faculty, 16 students
STUDENT LIFE: programs concerned with non-academic life/recommends allocation of College funds to campus organizations/communicates to Trustee Student Life Committee its actions
ATHLETICS
THE SUBCOMMITTEES OF STUDENT LIFE
HEALTH SERVICES
FOOD & AUXILIARY SERVICES
ORIENTATION & HANDBOOK
HUMANE SOCIETY
RESIDENCE
STUDENT ENTERTAINMENT
LECTURE
BY-LAWS
WINTER STUDY
JUDICIARY BOARD
ACADEMIC STANDING
ADMISSIONS POLICY: recommends to Assembly concerning admission policy/reads and votes on applications
FINANCIAL AID POLICY: reviews policy regarding allocation of financial aid to Kirkland students
COMMUNITY RELATIONS: for increased exchange between Kirkland and the surrounding community



HAMILTON CAMPUS

13. Bristol Campus Center
14. Commons
15. Chapel
16. Chemistry Building
17. Minor Theater
18. Root Art Center
19. Rudd Health Center
20. Science Building
21. Library
22. Gymnasium

KIRKLAND CAMPUS

Academic Complex

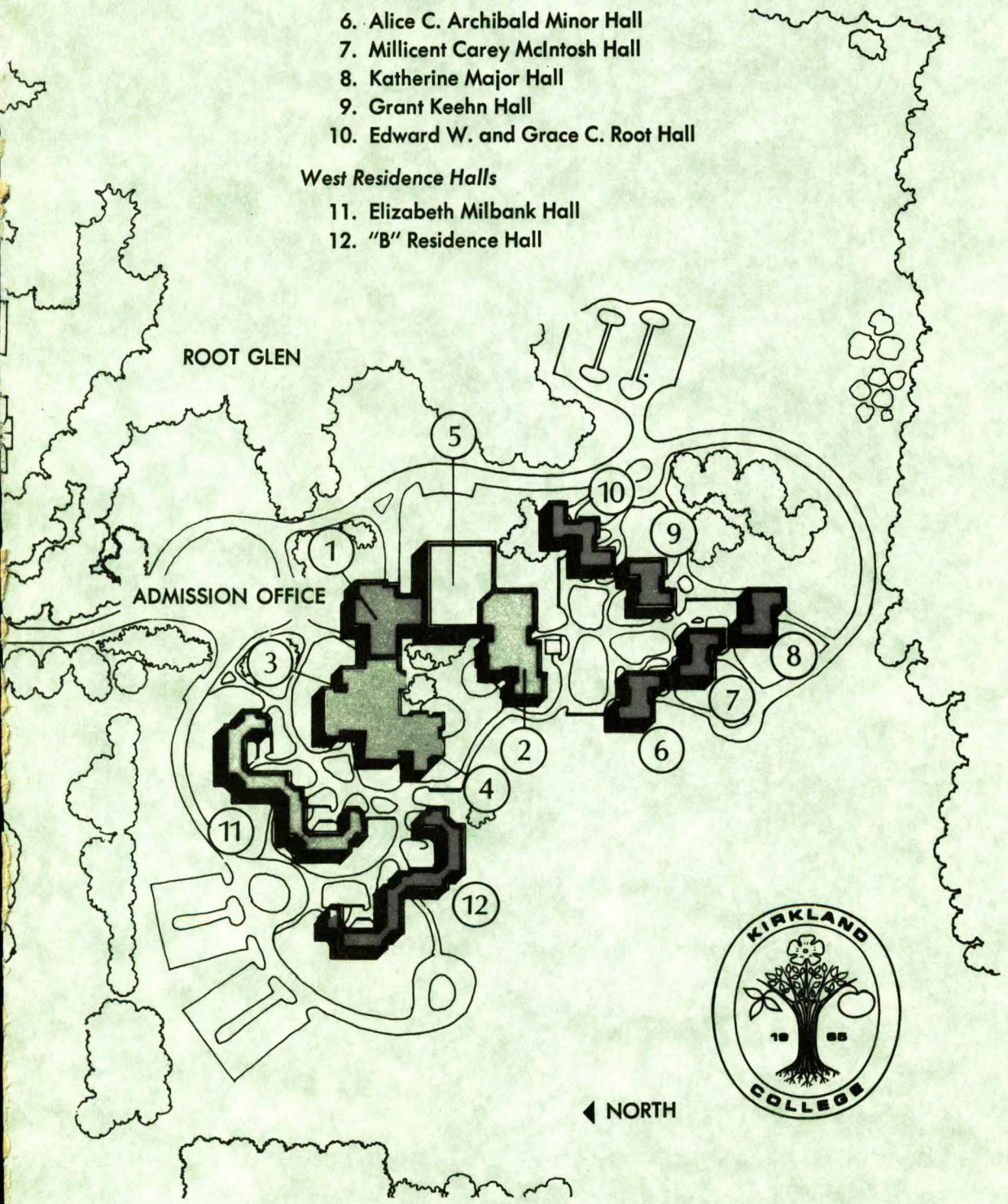
1. Robert W. McEwen Hall
2. Vera G. and Albert A. List Arts Center
3. Juvanta Harper Kirner Building
4. Virgil E. Johnson Building
5. Auditorium/Theater (projected)

South Residence Halls

6. Alice C. Archibald Minor Hall
7. Millicent Carey McIntosh Hall
8. Katherine Major Hall
9. Grant Keehn Hall
10. Edward W. and Grace C. Root Hall

West Residence Halls

11. Elizabeth Milbank Hall
12. "B" Residence Hall



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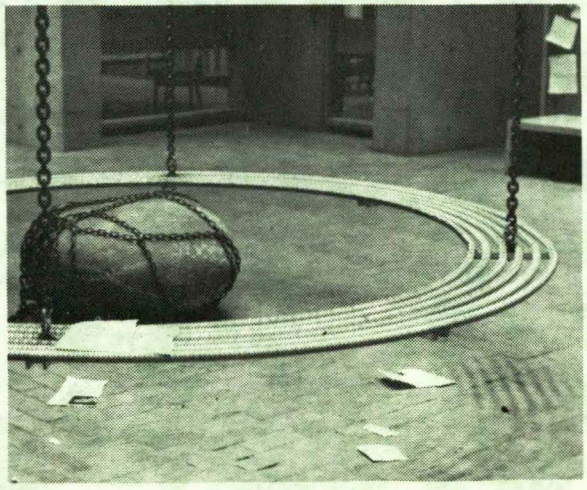
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